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ABSTRACT

This report presents conclusions and recommendations of a study of possible criteria to define educationally to earserved populations in Texas in light of the 1994 Court decision (Hopwood v. Texas) ending the use of racial quotas. The study identified qualitative variables related to social and cultural factors and 10 quantitative criteria (such as socioeconomic background, first-generation college status, and financial status of student's school district). The study came to eight major conclusions including that: (1) there is no single criterion or combination of criteria that will produce the same level of minority participation as prior to the Hopwood decision; (2) institutions using selective admission procedures may have decreased minority applications; and (3) the use of standardized tests (such as the Scholastic Assessment Tests (SAT) and the American College Testing (ACT) program) unduly limits admissions of underserved populations. Twenty-one specific recommendations are made and organized into those for the Texas Higher Education Coordinating Board, for the legislature, and for Texas institutions of higher education. After an executive summary, the report presents the full qualitative and quantitative analyses of alternative diversity criteria (including extensive data tables). Appended is a survey of the research on the predictive validity of College Board admissions tests. (Contains 54 references.) (DB)

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A Report to the

Texas Higher Education Coordinating Board

by

Advisory Committee on Criteria for Diversity

January 1997

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Part I



Executive Summary, Conclusions, and Recommendations

Background

When U.S. District Court Judge Sam Sparks reached his verdict in the case *Cheryl J. Hopwood vs. State of Texas* in August 1994, Cheryl Hopwood and the other plaintiffs appealed the decision to the Fifth Circuit Court of Appeals. That court issued its opinion on 18 March 1996, and shortly thereafter on 30 April, the State of Texas submitted a writ of certiorari appealing the Fifth Circuit's decision to the U.S. Supreme Court. In the meantime, the Fifth Circuit agreed to a stay of its opinion, pending the results of the appeal to the Supreme Court. On 1 July 1996, the Supreme Court announced it was denying the writ of certiorari. As a result, the stay was lifted, and the Fifth Circuit's ruling became the law, and Texas institutions could no longer use race or ethnicity as a basis for offering preferential admissions or other educational benefits to students.

During much of this time, and given all the ambiguity that institutions were experiencing about the status of race-based admissions and other decisions, Commissioner Ashworth was discussing contingency options with various individuals and groups. Among the many discussions was the possibility of forming a committee to analyze what other criteria might be used, in lieu of the prohibited criteria of race/ethnicity, to reach the vast underserved population of Texas citizens who, historically, have not participated proportionately in Texas higher education. In his letter to prospective committee members on 10 May 1996, Commissioner Ashworth stated:

... The purpose of the committee will be to develop guidelines which might be used by colleges and universities and the Coordinating Board in admissions, financial aid decisions, and other activities, programs and processes on our campuses to achieve diversity among our student bodies and to ensure that we achieve adequate representation of minorities and other groups of our citizens to be certain that our work force, professional



practitioners, and general population are prepared for the future and representative of our state as a whole.

You may find it necessary to modify or broaden the charge I am assigning you, but as I envision what we need at the moment, it is a list of classifications, markers, definers, and characteristics which could be taken into account by our colleges and universities in decisions they will need to make in the pursuit of diversity and appropriate representation of all sectors and segments of our society.

The resulting group came to be titled "Texas Higher Education Coordinating Board 'Advisory Committee on Criteria for Diversity'." All prospective members agreed to serve, but full participation was not possible ultimately for every person. (See membership on page i). Although the Committee was not charged officially to report by a specific date, the working assumption was that the end of 1996 would be a target. The original assumption, shared by many individuals, was that the Supreme Court would hear the appeal of the case and could take up to a year to issue a decision. That would have given much more time to the Committee, the Coordinating Board, and the institutions to prepare in the event the Supreme Court upheld the Fifth Circuit decision.

The Committee had its organizational meeting on 26 June 1996, just days before the Supreme Court announced on 1 July 1996 that it would not hear the *Hopwood* case on appeal. The Committee met again on 17 July, 9 August, 11 October, and 13 December 1996; it met on 10 January 1997, with the Coordinating Board Committee on Access and Equity on 15 January, and reported for the second time to the Coordinating Board on 16 January 1997. (A progress report was presented previously on October 1996.)

At the second meeting of the Committee (on 17 July 1996) a tentative list of 12 diversity criteria (expanded to 15 at the third meeting on 9 August) was created for research purposes. During this time, state officials, media commentators, and other individuals have proposed criteria that are equivalent or similar to these.



Summary of Part I. Qualitative Analysis

Qualitative variables are difficult to operationalize but are, nevertheless, significant concerns in guaranteeing access and equal educational opportunity for all Texans. The objective of qualitative analysis is to place the quantitative findings within a larger social and cultural context.

The racial and ethnic history of Blacks (African Americans) and Hispanics (Mexican Americans); their sociocultural and economic reality; the quality of public school education most minorities have received; campus readiness for their incorporation; and, the reception that many minorities have experienced at colleges and universities are all important considerations in racial-ethnic minorities; preparation for, entry and success in higher education. The critical needs of non-traditional minority students are presented. Racial-ethnic minorities represent the primary source of new student growth in Texas colleges and universities at present and in the near future.

Two intersecting perspectives are used to systematically assess the qualitative issues surrounding minorities, entry, and success, in higher education. The first perspective considers racial-ethnic groups' historical, cultural, and economic characteristics and experiences as they impact their educational profiles. The second analytical perspective connects these realities to the steps or stages of what ideally has been considered a seamless process of higher education. A number of qualitative issues and approaches surrounding educational institutions, recruitment efforts, admissions criteria, retention programs, graduation (degree) plans, career counseling, and, employment outcomes for racial-ethnic minorities are discussed.

Such significant factors as financial aid, use of standardized tests, and few and under funded student academic and support services, have presented formidable barriers with disastrous results for many cultural minorities seeking access to quality educational institutions in Texas. The *Hopwood* decision is the most recent case in point.



A set of risk factors supports important recommendations to secure a proportionate representation of Texas citizens who have not historically participated in the State's institutions of higher education. The State of Texas stands to lead the nation in terms of its population growth, its economic potential, and its level of racial-ethnic diversity. Significant risk factors, however, could jeopardize this great potential that centers on the level of educational opportunities available in Texas for its total population. The public schooling and higher education of the State's increasingly racial-ethnic population are the keys toward realizing its full economic growth and development.

For the ideal of equal opportunity to be realized, the State's school system, the traditional route for social mobility and individual achievement, must offer educational opportunities to all its citizens. A truly democratic order requires an educated and informed citizenry to flourish and function effectively.





Summary of Part II. Quantitative Analyses

The original list of 15 hypothesized criteria, derived from theoretical discussions, were examined to determine the feasibility of obtaining data to analyze these criteria. The original list included these:

- 1. Socioeconomic Status
- 2. First-generation college attendees
 - a. Parents non-high school graduates
 - b. Parents high school graduates
- 3. Bilingual proficiency
- 4. Financially poor school district
- 5. Low performance schools
- 6. Middle or high school home responsibility
- 7. Leadership experiences
- 8. High school employment experience
- 9. Regionality
- 10. Central/Inner/City/Poverty
- 11. Rural Poverty
- 12. Centile ranks within Income Categories
- 13. Single-parent Families
- 14. Non-traditional students, including older ages
- 15. Standardized Tests

After extensive searches for data sets for analyses, the 15 items were reduced to ten, as follows:

- 1. Socioeconomic background, including household income and poverty and parents' level of education
- 2. First-generation college status
- 3. Bilingual proficiency
- 4. The financial status of the student's school district
- 5. The performance level of the student's school as indicated by the criteria used by the Texas Education Agency
- 6. Student responsibilities including working, raising a child and similar factors
- 7. Region of residence within the State of Texas
- 8. Residence within rural/urban, central city/suburban areas of the State of Texas
- 9. Effects of the use of alternative levels of ACT/SAT scores
- 10. Student ACT/SAT rankings within socioeconomic levels



1. Income and Poverty

Basic income groupings, with the first three income categories made equivalent to the poverty level income for a family of four (\$12,675 in 1989), 150 percent of the poverty level income for a family of four (\$19,011), and 200 percent of the poverty level income for a family of four in 1989 (\$25.350), show that the use of an income criteria equal to the poverty level income for a family of four would result in the inclusion of 1,555,690 persons less than 25 years of age with 1,035,195 or 66.5 percent being of minority status. Use of incomes up to and including 200 percent of poverty would result in 3,133,779 eligible persons with 1,951,761 or 62.3 percent of the eligible group being minority. This is 63.9 percent of the total minority populations under 25 years of age in 1990. (see Table 49; also, see Table 50.)

2. Education

- a. Parents non-high school graduates
- b. Parents high school graduates
- c. Parents not college graduates (Bachelor's Degree)

Using the criteria of parents with less than a high school level of education would lead to 1,198,070 eligible persons under the age of 25 with 1,010,158 or 84.3 percent of all eligible persons being of minority status. Using the criteria of less than a bachelor's degree would lead to 4,011,918 eligible persons under the age of 25 with 2,276,074 or 56.7 percent of all eligible persons under 25 years of age being of minority status. This is 71.3 percent of the total minority populations less than 25 years of age. (See Table 51 and Table 52.)

3. Language

Using the criteria of speaking a language other than English at home would lead to 1,511,406 eligible persons under the age of 25 with 1,397,986 or 92.5 percent of eligible persons being or minority status. This is 43.8 percent of the eligible minority population. (See Table 53.)



4. Wealth of School District

As measured by per student residential property value, the data suggest that the use of property values of less than \$70,000 per student would lead to 1,510,388 eligible persons in elementary and secondary schools with 62.7 percent or more than 947,057 being minority. This is 47.2 percent of the eligible minority population. (See Table 54.)

5. School Performance Rating

Using students from low performing campuses would result in 101,532 eligible students with 62,337 or 61.4 percent being of minority status. This is 3.1 percent of the eligible minority population. (See Table 55.)

6. Student Responsibilities

The data available to measure this dimension were not adequate but analysis of available data suggest that if a student is a single parent or a pregnant teenager, this status would likely result in over 76 percent of eligible persons being minority but only 27.5 percent of the eligibles who are work study students would be minority. The total number of cases is not representative of the total numbers in the population and thus these data cannot be considered as appropriate for measuring family, work or other obligations. (See Table 56.)

7&8. Region and Urban Status

The data suggest that the use of South Texas and Upper Rio Grande Region residence would result in 1,582,403 eligible persons under 25 years of age with 1,175,610 or 74.3 percent of all eligible persons being minority group members. This is 36.8 percent of the eligible minority population. The data suggest that central city residence would result in 4,619,198 eligible persons under 25 years of age with 2,477,121 or 53.6 percent being minority persons. This is 77.6 percent of the eligible minority population. (See Tables 57 and 58.)



9. ACT/SAT Test Scores

The use of test scores show that 17,091 students who completed the ACT test and 16,969 who completed the SAT test would be made eligible if all persons scoring below 820 were added to existing pools. This would represent 31.3 percent of those taking the ACT and 19.6 percent of those taking the SAT. Of the 17,091 eligibles created by this use in the ACT test, 9,799 or 63.2 percent could be minority; in the SAT group, 11,584 or 68.3 percent would be minority group members. This is 48.2 percent of the eligible minority population taking the ACT and 31.5 percent of the minority population taking the SAT. (See Table 59.)

10. Test Scores within Income Categories

The concept suggested by this criterion was to discern whether taking the top performing students within lower income categories would result in increased numbers of eligible minorities. The data show some support for this premise. For students from households with incomes of less than \$30,000, 2,108 or 42.1 percent of those in the highest test score category were minority group members but among those from households with incomes of \$100,000 or more, only 669 or 17.1 percent were minority group members. This value for households with incomes of less than \$30,000 was 3.4 percent and for households with income of \$100,000 or more, it is 1.2 percent of the eligible minority populations. (See Table 60.)

After completing the initial analyses, combinations of criteria were subjected to the same type of question: namely, what combinations of criteria will produce the result of identifying the largest underserved populations in Texas. Within the limitations of this analysis, several results appear sufficiently general to merit further consideration:

a. Socioeconomic conditions related to poverty, income, and education substantially focus attention on populations in need. Income levels are lower and poverty levels are higher for minority residents in nearly all areas of the State. When such conditions are examined among the future population of those who will be college students in the years to come (those persons under 25 years of age), the results



show that using such criteria would be useful in identifying populations in need. The single-parent status of the household, language use and lack of college-educated parents might be usefully combined with income and poverty to identify populations in need.

- b. Area of residence may also be useful in identifying populations in need. The results suggest that central city counties may provide focused areas for identifying populations in need. At the same time, however, extreme conditions of need also occur in nonmetropolitan areas. Among economic regions of the State, South Texas shows particularly high levels of need, and substantial levels of need are also in the Upper Rio Grande Region.
- c. Although student populations show marked differences by several characteristics, these differences appear to be largely a function of socioeconomic differences that are associated with minority status and are pervasive across areas. However, one factor that clearly identifies populations in need, particularly those within populations of Hispanic origin, is school district's assessed residential property value per student. Consideration should be given to using the wealth status of districts as a means of identifying students in need. Secondary attention should be given to using the proportion of disadvantaged students and students on free or reduced lunch for identifying populations in need either independently, or in conjunction with, the property wealth status of the district.
- d. ACT/SAT tests may favor students from particular cultural backgrounds and may not always indicate academic performance. Although ACT/SAT scores were related in the ways expected to socioeconomic factors such that students from higher income households and from households with more highly educated parents were likely to score higher on the ACT/SAT, the analysis indicated that even within categories of high income and education, Anglos and persons from the Other racial/ethnic group tended to achieve higher scores while Blacks and



Hispanics had lower scores. Similarly, at the lowest levels of income and education, Anglos and Others tended to have higher ACT/SAT scores than Hispanics and Blacks. Equally important, even among students who were performing at high levels of academic proficiency, Black and Hispanic scores remained lower, suggesting that such scores do not predict academic performance well, at least at the high school level. Analysis of ACT/SAT scores in conjunction with several other factors continued to show residual race/ethnicity effects on scores. Given these findings, consideration should be given to decreasing the emphasis placed on ACT/SAT scores in college admissions and other areas, if the populations with the highest levels of need are to be served.

- e. Although a combination of criteria measuring limited socioeconomic conditions of households within areas with limited socioeconomic resources identifies populations with high levels of need that have high minority proportions, the use of exclusive multiple criteria results in a substantial reduction in the size of the eligible populations under multiple criteria compared to those eligible using fewer criteria. Thus analysis of combinations of property wealth, household income and parents' educational levels suggests that students in the most disadvantaged areas and households are likely to have high levels of need and to be minority. A tradeoff between the size of the total number of eligible persons created by using specific criteria and the proportion of minorities among those eligibles is likely to be necessary.
- f. It must be recognized that no single criteria or combination of criteria examined results in the same level of minority participation as occurred under criteria used prior to *Hopwood*. The additive use of multiple criteria merits consideration. Using criteria of income (or poverty) and parents' levels of education produce relatively large eligible underserved populations which include more than 50 percent minority group members.



- g. The need to increase minority enrollment has been documented elsewhere and it is obvious that minority enrollment growth will continue to be the major source of new students for higher education in the coming years.
- h. The results suggest that whenever criteria are selected, they should be empirically examined because many of those initially suggested by the committee have been found to be relatively ineffective.

Conclusions

The Committee made the following conclusions based on the formal analyses done, professional observations, and personal research efforts. Some conclusions may be controversial, but the Committee is prepared to defend them.

- 1. Although numerous criteria (such as income, parents' education and school district wealth) may be useful in identifying segments of the population in need, no single criterion or combination of criteria will result in the same level of minority participation as occurred under criteria used prior to *Hopwood*.
- 2. The Committee concludes that historically, the State of Texas has not effectively implemented public policy designed to provide access to the underserved populations identified here.
- 3. The Committee concludes that the citizens of the State, and its public officials, do not fully appreciate that the changing demographics of the State will have severe effects that surely will occur if serious State intervention does not occur. This lack of understanding is not simply because of resistance to the facts, but it results from a tendency to ignore or procrastinate about matters that will not materialize fully in one biennium.
- 4. The Committee concludes that institutions using selective admission procedures have been perceived as inhospitable to underserved populations. Thus, perceptions may have decreased minority applications at some institutions.



- 5. The Committee concludes that the use of standardized tests unduly limits admissions. It also has a chilling effect on the motivations and aspirations of underserved populations. The debate about the appropriateness of standardized tests has a long history, and certain elements are generally agreed upon. The tests indicate some level of readiness to do college work, but scores are better predictors for some students than others. Except at the extremes, SAT/ACT scores do not adequately predict grades in core freshman courses or the probability of college graduation. The testing services emphasize that scores should only be used as "part" of any process.
- 6. The Committee concludes that problems for underserved populations in higher education are too often viewed as being exclusively ones of admission. The Committee prefers that access be viewed as "access to receiving the degree" to which the student aspires, whether it be undergraduate, graduate, or professional. Thus, graduation should be the objective for institutions and the State, not merely an opportunity to enroll for the first time. This means that retention, and graduation, also should be the foci for public policy, institutional goals, and programs. A focus on graduation is essential; however, institutions of higher education should not be discouraged from admitting students who do not aspire to receive a degree.
- 7. The Committee concludes that matriculation, retention, and graduation are greatly influenced by financial conditions, and the ultimate solution to providing full access is to provide adequate financial resources for students to stay in school. Currently, the primary financial aid from the State is the Texas Public Education Grants. TPEGs are derived from tuition collected by institutions and is part of the appropriation to the institutions. Therefore, it is really not funded by the State. The Committee, therefore, concludes that until adequate financial aid is available, educational access is primarily hollow rhetoric.



8. It must be recognized that unless the socioeconomic conditions of minority populations change, the increase in minority enrollment will likely require more remediation and increased financial assistance if the educational needs of Texas population are to be addressed.

Recommendations

The executive summary described briefly the data that were considered and analyzed. This section will focus on the recommendations that the Committee has decided to forward to the Commissioner and the Board. The Commissioner gave the Committee the flexibility to go beyond his precise charge. Because all of the discussions and information considered cannot be summarized in a document, if we expect even part of it to be read, the Committee has prepared recommendations based on those discussions and research that occurred over the course of its numerous meetings.

For convenience, we have divided the recommendations into four groups: (A) Recommendations for the Coordinating Board to consider under what we believe is its authority to recommend; (B) Recommendations for the Coordinating Board to consider requesting legislative action; (C) Recommendations in the form of suggestions which the Committee believes could be implemented by institutions and which would dramatically change higher education in Texas over the next several years so that underserved populations would exist no longer as the glaring component of the "other" Texas; and (D) Recommendations for Colleges and K-12 Public Schools.

A. Recommendations for the Coordinating Board

1. Criteria related to income levels of parents, parental educational level, and disadvantaged economic status of the school district in which a student attended high school should be considered for use in the provision of special admission status and the awarding of financial aid. Economically disadvantaged students should be defined as those individuals in families



with incomes up to 200% of the official poverty level, or graduation from high schools in areas with low residential property values. Because of higher per student residential property values in metropolitan areas, lower limits should be set for non-metropolitan areas than metropolitan areas.

- 2. SAT/ACT and other standardized tests should be used for student counseling and curriculum development but should not be utilized as a major criterion in student admission processes or in the awarding of financial assistance. In particular, standardized test scores should never be used as a sole screening factor where a low score alone bars an applicant from admissions without the consideration of other qualifications and accomplishments.
- 3. The agreements that have been initiated between the Texas Higher Education Coordinating Board and the SAT/ACT testing agencies should be formalized. This will allow the Texas Higher Education Coordinating Board to track the college application processes for graduates of Texas public schools on an annual basis. The purpose is to assess the effects of the *Hopwood* decision and the potential use of alternative criteria for admissions and the granting of financial assistance.
- 4. Although institutions should honor arrangements regarding race-neutral academic scholarships according to the donor's wishes and any legal requirements, all other institutional discretionary financial aid should be combined into a need-based program in order to provide the largest percentage possible of the officially calculated need of each student.
- B. Recommendations for Legislative Action
- 5. Steps should be taken to initiate legislation to allow for the annual sharing of data between the Texas Education Agency and the Texas Higher Education Coordinating Board



to track in the in-state and out-of-state enrollment patterns of graduates of Texas public schools for the purposes of assessing the impacts of the *Hopwood* decision and of the potential use of alternative criteria for admissions and the granting of financial assistance.

- 6. The Coordinating Board should emphasize to the Legislature that the Educational Opportunity Services formula be funded. In addition to the original proposal for the 1998-99 biennium, the formula could become part of a performance review that would provide incentives for institutions to enroll students from these underserved population. For example, the State should add to the proposed formula a "performance bonus" of \$500 for each additional underserved student enrolled beginning Fall 1997. These funds would be trusteed to the Coordinating Board for distribution after Fall 1997 enrollments are determined on the 12th class day.
- 7. The Coordinating Board should urge the legislature to provide additional need-based financial aid to all students who are admitted to institutions. Students who do not have access to at least 90% of the calculated financial aid needed to attend that institution would be recipients of this State financial aid. Access is too often assumed to be primarily a matter of admission to an institution. If retention is improved, the numbers of minority students enrolled would increase dramatically (as for all underserved populations). A major deterrent to retention is not simply academic performance, or student desire; it is financial ability to remain in school and not have to leave for employment.

C. Recommendations for Institutions

8. Each institution should establish minimum criteria for admission and then select from that pool the freshman class by a lottery. That would produce an "admitted" class that, on average, would mirror the application pool. This would eliminate the perception of subjective decision making in the admissions process.



- 9. We recommend that colleges and universities proposing criteria to address populations in need be asked to provide empirical evidence that the actions proposed are likely to maintain or increase access for disadvantaged groups. Without such analysis, otherwise well intentioned actions may not result in increasing the diversity to Texas colleges and universities to the extent necessary to ensure that the needs of Texas' current and future residents are adequately addressed.
- 10. We recommend that colleges and universities establish partnerships and coalitions with a broad range of leaders, educators, and the corporate sector. These arrangements should be used to improve the quality of public school education, K-12, and to increase high school and college retention and graduation rates. Special emphasis should be given to establish such arrangements in high proportionate minority serving institutions.
- 11. Teachers and professors should recognize and acknowledge the history and culture of racial-ethnic students in all efforts, including curriculum, to prepare students for educational advancement. The result of these efforts should validate and elevate students' self-esteem and confidence in their own abilities to learn and achieve in higher levels of education. Minority faculty, faculty development and transculturation activities for all campus staff and administrators must be given a high priority to produce better prepared educators in the classroom and throughout the educational system.
- 12. Teachers and professors must prepare teachers to recognize that the family, the leadership structure, and the entire African American and Mexican American community and other under represented minorities must be involved in the education of minority students. Educational efforts must be viewed as personal, group, and community development activities to improve the quality of life for the people involved. Socialization and information must be provided to both adults and younger students at early stages of the



educational process. Continuous outreach and recruitment programs must be devised to reinforce the importance of a good education.

- 13. Financial resources, academic support services and student advisement, and career counseling programs must be fully available to racial-ethnic minority and underserved students to sustain their connection to the college or university faculty, professional staff and administrators.
- 14. Colleges, universities and their surrounding communities should foster a welcoming environment for all students, especially for minorities, many arriving as first generation college students. Offices for multicultural affairs, centers for cultural studies, and minority focused groups and associations should be encouraged to operate and be adequately funded.
- 15. Economic incentives should be provided to colleges and universities and special incentives to community organizations and minority-based associations to promote a diverse student body which reflects the demographic trends in Texas.
- 16. The needs of non-traditional students, many of whom are ethnic-racial minorities, must take priority in designing instructional programs and schedules and such students should be provided financial and academic support.
- 17. Colleges and universities must develop initiatives, compile strategic plans, and assess and monitor changes on their campuses to ensure that cultural diversity is proceeding within a designated time-table with measurable results.
- 18. Conferences and seminars should be organized to focus on the issues of diversity and generate proposals with adequate funding to implement important findings and



recommendations.

- 19. The Texas Higher Education Coordinating Board should require the A&E Committee to report annually on progress made in implementing the recommendations adopted from this report.
- D. Recommendations for Colleges and K-12 Public Schools
- 20. Tracking procedures and other barriers and limitations particularly affecting minority and underserved students must be eliminated from the path toward educational achievement.
- 21. College preparatory courses and programmatic experiences must be designed to benefit minority and underserved students. The term remedial education and other adverse labels in the educational process of racial-ethnic groups should be eliminated. These programs and courses should be offered at early stages of the education process and be continued in the early stages of higher education. The courses and programs must be culturally informed and relevant to the needs of minority and underserved students.



Part II



Part II

Qualitative Analysis of Alternative Diversity Criteria

by

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INTRODUCTION

The *Hopwood* decision has provided Texas with both a challenge and an opportunity to identify social indicators which gauge the level of educational opportunities that characterize an increasingly diverse population. Both quantitative and qualitative factors must be explored to complete a comprehensive description and analysis of the educational needs of cultural minorities. Racial-ethnic representation on college and university campuses should reflect their current numbers and future demographic projections for our State as we progress into the next century. This report is focused on qualitative variables which impact the recruitment, retention, and graduation of ethnic minorities by institutions of higher education. These factors may be more difficult to operationalize empirically but are nevertheless significant concerns in guaranteeing access and equal educational opportunity for all Texans.

More specifically, the objective of this report is to place the findings of Murdock *et al.* in Part III within a larger social and cultural context. In order to accomplish this objective several issues will be addressed.

First, it is necessary to consider the history of Blacks (African Americans) and Hispanics, especially, Mexican Americans in Texas. Their racial and ethnic history significantly influences their educational attainment. (The terms Black and African American will be used interchangeably. For Hispanics in Texas; Mexican American, Latino, and Chicano are also interchanged.)

Second, the sociocultural and economic reality of racial-ethnic minorities must be recognized. Such factors as socialization processes, socioeconomic profiles, the quality of public school education that racial-ethnic minorities have received historically, as well as college and university campus readiness to incorporate minorities are important considerations in their preparation for entry and success in higher education.

Third, this report indicates why the recruitment and retention of minority students is a pressing problem for Texas. If colleges and universities are to graduate able minority students they must re-evaluate their needs as well as the academic criteria and experiences



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they face at each step of the process of higher education: e.g., recruitment, admission, retention, and occupational follow-up. Such significant factors as financial aid, use of standardized tests, and student support services must be particularly addressed. There is a need to empirically research the impact of these factors on the educational achievement of racial-ethnic minorities in the State.

Fourth, this report focuses on the critical need for colleges and universities to serve what have been referred to as non-traditional minority students. They represent the most eligible pool of college students in the near future for Texas and, therefore, must be strongly encouraged and supported to aspire and to obtain college degrees.

Fifth, a set of risk factors support our recommendations to secure a proportionate representation of cultural minorities in the State's institutions of higher education. The economic development of Texas and the educational achievement of its racial-ethnic groups is inextricably interrelated.

A broad range of demographic data indicate that the school system of the State of Texas will be called upon to educate an increasingly diverse cultural population in the 21st century. Today, the largest public school districts in Texas contain a majority of African American and Mexican American students. In light of this reality, higher education institutions must address the specific needs of this diverse population for several important and interrelated reasons.

First and foremost, these students will be the primary source of new student growth in Texas colleges and universities. Ethnic minorities constitute 53.6 percent of all students enrolled in elementary and secondary schools in 1995-96 in Texas.

Another reason is that the State's economy will require a labor force made up of proportionately higher numbers of well educated and trained minorities for a wide range of professions and technical occupations. Ethnic minorities are expected to constitute a higher percentage of the working population as the percentage of white workers decline within the active labor force due to their age profile and retirement levels. Educated and technically proficient minority workers are not a luxury but a necessity for the State's continued economic growth.



Ultimately, for the ideal of equal opportunity to be realized, the traditional route for social mobility and individual achievement, the State's school system, must produce educational opportunities for all citizens. For a truly democratic order to flourish and function effectively, the State requires an educated and informed citizenry.

The Effect of Sociocultural and Economic Realities at Each Step of the Educational Process for Minorities

In order to systematically assess more qualitative issues surrounding entry and success in institutions of higher education for minorities in Texas, two intersecting perspectives will be used. These perspectives should be considered theoretical boundaries or empirical parameters for continuous research. Although we have attempted to identify a comprehensive set of qualitative variables for analysis, there has been relatively little research conducted to date on a number of these sociocultural and economic factors that sheds light into the realities facing minority groups in their quest for access and quality education in Texas.

The first analytical perspective considers the historical background of minorities and their involvement in higher education in the U.S. and, specifically, in Texas. Along with these historical notes, cultural socialization, socioeconomic conditions, and life experiences of minorities must be explored and, ultimately, related to public school and higher education experiences of minorities in state institutions.

These realities provide a point of departure from which to interpret and reassess a number of labels used today to identify minority students and their educational profiles. The labels include the following: special education and remedial students; non-college track students; first generation high school graduates; first generation entering college students; first generation college graduates; first generation post-graduate students; and, non-traditional students as well as a number of other identifiers.

The second analytical perspective focuses on the steps or stages of what has been ideally considered as or planned to be a seamless process of higher education. Qualitative



issues and approaches surround educational institutions' activities, as follows: recruitment efforts; admission criteria; retention programs; graduation (degree) plans; career counseling; and, employment outcomes. These factors must be considered in relation to the sociocultural and socioeconomic reality of ethnic minorities.

Specific historical, cultural, economic, and campus preparedness factors which affect minorities should be taken into consideration at each step of the educational process in order for strategic plans and activities to reap effective and efficient outcomes in creating the required diversity in colleges and universities in Texas.

At each stage of the process toward obtaining a college degree, minorities have met formidable barriers with disastrous results for a significant number in Texas. The *Hopwood* decision is the most recent case in point.

A consideration of these qualitative factors expands the dialogue at hand; the search for alternative college entrance criteria other than the designation of race or ethnic identity as mandated by the *Hopwood* decision. Significant issues will be discussed and recommendations will be made that could result in more equitable opportunities for our State's minorities seeking to obtain a higher education.

History, Cultural Socialization, Economic Liabilities and the Readiness of Educational Institutions to Admit Racial-Ethnic Minorities

Historical Background and Current Social and Cultural Changes

The history of racial-ethnic relations in the United States is complex, and is outside the realm of this report. However, the history of the two largest minority groups in the U.S. and Texas, notably Blacks and Latinos, continues to shape their educational experiences.

Hispanics and Blacks are greatly under-represented in colleges and universities throughout the country. Yet, the Black population is the largest ethnic minority population and Hispanics are the second largest and the fastest growing minority group in the U.S. The 1990 U.S. Census has reported that the population for Blacks is 30 million and approximately 23 million for Hispanics. The Hispanic population includes several distinct ethnic groups

— Mexican Americans, Cubans, Puerto Ricans, Central and South Americans and Others. Mexican Americans are by far the largest of the groups within the Hispanic umbrella and represent 64 percent of the population.

That Blacks were brought into the United States as slaves is well documented in the social science literature. Fischer *et al.* (1996) discuss ethnic history and ethnic inequality in America. They state that "although most non-English people who came to America faced discrimination and exploitation, the experiences of a few were distinctly different... The African case is well-known: Europeans purchased captive Africans and sold them in America as slaves" (p. 175). (See also Ogbu, 1978; Takaki, 1987.)

The history of Mexican Americans in the United States and in the State of Texas, in particular, is of a different order. (We focus on Mexican Americans because they are the largest Hispanic group in Texas.) The hatreds engendered by the Texas Revolt in 1836 not only produced the State's separation from Mexico but also resulted in what has often been termed an "Alamo mentality" toward the Mexican-origin people. As a result of the fall of the Alamo, all Mexicans in Texas were considered the enemy. After the Treaty of Guadalupe Hidalgo (1848) which recognized Texas as part of the U.S. and ceded to that country large sections of what would become the Southwestern states of New Mexico, Arizona, California, Colorado, Utah, and Nevada, the people of Mexican heritage who lived in this region were granted citizenship. Mexican Americans were considered a "conquered people," and subsequently treated as a racial caste (see Montejano, 1987; San Miguel, 1987; De Leon, 1993).

A few salient points regarding the history of Blacks and Mexican Americans are important because these features of discrimination have contributed to the disadvantaged socioeconomic position of these two ethnic minority groups in the U. S. and in Texas, more specifically. Fischer *et al.* (1996:176) state: "The formidable edifice of slavery was, of course, not natural; it was policy." They continue to discuss that Americans allowed the importation of slaves until 1808 and "for over fifty more years after that decided to permit slavery to expand. We continue to live with the consequences of those choices" (p. 176).

Fischer et al. (1996) also note that although Mexican Americans were not slaves in



the Southwest, they were considered to be a source of much needed labor. Thus, Anglos utilized the patrón-peón system in order to use this labor and at the same time exploit the Mexican American population. (For further reading on this topic see Montejano, 1987; San Miguel, 1987; Moore, 1976.)

That Blacks and Mexican Americans were relegated to a disadvantaged position in the labor market and in education is also documented in a vast amount of literature (see Fischer, et al., 1996; San Miguel, 1987). The subordinate position of these minority groups was soon used to explain or justify their low intellectual status.

The Civil War and emancipation did not solve the moral and educational problems for Blacks. After all, the Plessy decision of 1896 called for separate but equal facilities for Blacks. All the evidence indicates that this decision resulted in a lax and informal education for most Blacks (for further reading see Orfield, et al., 1996). Although Mexican Americans were not as directly affected by the Plessy decision, their exclusion from educational opportunities has been clearly documented by such contemporary historians as Montejano (1987) and San Miguel (1987).

At this point, the following question arises: "How are current trends related to the past?" In a recent book, Orfield and his colleagues (1996) trace the developments of desegregation after the Brown v. Board of Education in 1954. They observe how this decision was widely praised by conservatives and liberals alike. Yet, they document in considerable detail that after a period of sustained efforts to desegregate schools, a trend toward resegregation is currently underway in the U. S. Some of the current reasoning for this phenomenon seems to parallel that which supported the Plessy decision. Cisneros v. Corpus Christi Independent School District (1972) and U.S. v. Texas Education Agency (1972) applied the guarantees afforded under the Brown decisions to Hispanics by declaring Mexican Americans a cognizable category separate from whites and therefore mandating that school desegregation issues and other issues involving race consider Hispanics.

Orfield and his colleagues list a series of Supreme Court decisions which have made desegregation more difficult to achieve in legal terms. They recognize that the efforts to desegregate schools posed problems. Simply bringing persons of color and whites together



did not mean that educational equality had been miraculously achieved.

However, the trend toward a resegregated school system will not solve the educational problems for racial-ethnic children. Orfield and his colleagues found that segregated schools and poverty are closely related. The extremely strong relationship between racial segregation and concentrated poverty in schools is a key reason for the educational differences between segregated schools and integrated schools.

Segregated schools that are called upon to educate low-income minority students are often inferior in several respects. They typically have inferior physical and technical facilities (including computers) and these schools are often unable to attract the "best" or most effective teachers. Students in such schools are less likely to have an opportunity to take courses that will prepare them for college or even receive information regarding the pursuit of a college degree.

In seeking to provide educational opportunities for children whose parents are Black or Mexican American, educators and policy makers should not only consider racial-ethnic issues but also their level of poverty. Financial resources for grades K-12 are essential in ensuring that these students graduate from high school. This reasoning can be applied to colleges and universities interested in recruiting and retaining minority students. These students need financial assistance in order to get into college, stay in college and graduate from college.

At the same time, financial resources alone can not and will not solve the problems faced by many minority students in institutions of higher education. Colleges and universities must encourage faculty, administrators, staff and students to celebrate diversity and to foster a welcoming social environment for minority and non-traditional students. In addition, partnerships with corporate America will benefit not only the educational system and the community but will empower society as a whole. For example, corporations could assist with financial aid support by designing scholarships and internships that would provide a hands-on experience for students. Training on the job will ensure a larger and more qualified pool of employees for the future. This will be a positive impact on today's highly competitive and complex labor market.



There is a body of social science literature that clearly documents that the level of educational achievement of minorities has always lagged considerably behind the Anglo population (see Moore, 1976; Jaffe, et al., 1980; Montejano, 1987; San Miguel, 1987).

Katznelson and Weir (1985:178) address the critical issue of racial-ethnic access to schools in the following statement:

Yet the presumption of access to schools which underlies this entire history applies only to white workers. For nonwhites, a radically different relationship to public education created an entire educational experience quite distinct from that of whites.

Katznelson and Weir argue that Blacks were excluded from full participation in elementary schooling, whereas the white working class was incorporated into the nation's public schools. More specifically, Blacks were excluded from mass schooling. When they were included into the educational system they were relegated to urban schools that were subordinate and had limited capacities in relation to other schools. Put another way, Blacks, in effect, experienced *de facto* educational segregation.

Not all minority students live in poverty and even schools in poor areas may graduate students who are very capable of attending and succeeding in college. But the fact remains that even though minority groups have made modest socioeconomic gains in the past three decades, Blacks and Mexican Americans still have an over-representation of poor in comparison to their Anglo counterparts. Moreover, colleges and universities must reevaluate the kind of criteria they employ in the admission's process if they are to recruit and retain more Black and Chicano students.

Cultural Socialization

The Black and Hispanic family ideally serve to both raise and emotionally protect children while they are at home. The process of childhood socialization within racial-ethnic families, however, is as diverse as their language and cultural origins, socioeconomic settings and the level of acculturation or immigrant generational status. African American families are heterogeneous in terms of kinship structure, social values, lifestyle, and social class (McAdoo, 1990; Wilson, 1983). The Hispanic family is culturally as well as structurally



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diverse incorporating Mexican American, Cuban, Puerto Rican, and other Spanish speaking groups. Much of the empirical research on Blacks and Mexican Americans has focused on the poor.

In 1995, 31 percent of African American and 25 percent of Hispanic-origin families were poor in the U.S. In Texas, 66.4 percent of those in poverty were racial-ethnic minorities (Murdock *et al.* in Part III). Within these families, the child is expected to develop in ways that conform to the social expectations and prescribed psychological perspectives of their ethnic and socioeconomic group.

There is an integral relationship between the socialization process and the child's language and culture (Piatt, 1993). Language is the symbolic system through which meaning is interpreted, culture is internalized, and self-concept is developed. Whorf and Sapir, (1941) propose that each language constitute a distinct social world and cultural reality. The significance of language development and its functional use in promoting the educational achievement of the child is of primary importance.

Culturally relevant socialization processes and forms of communication must be recognized and validated through established educational channels in order to succeed in the intellectual development and education of ethnic minorities. Language minority programs, including bilingual education and English as a Second Language (ESL) are prerequisites for a significant number of children raised in ethnic minority families.

Among both Blacks and Hispanics, the family is an important social support system. The extended family continues to serve a variety of functions, particularly among the lower socioeconomic groups. The stereotypes that abound for racial-ethnic families are associated with their socioeconomic status rather than their cultural groups. For racial-ethnic minorities, changes in the family structure have occurred in response to basic changes in the broader social and cultural environment (Williams, 1990; Billingsly, 1992).

The educational system is the first mainstream institution an ethnic child, in one sense, has to face alone. That encounter will make a significant impact on the outlook and position of an ethnic child in U.S. society. The educational experiences of minority children have relatively fewer successful results when compared to those of white children. The high rate



of public school dropouts; the low scores of standardized tests; the high levels of unemployment; and, the lower proportionate incomes at all educational levels of ethnic minorities are evidence of the failure of this experience. Structural racism and negative experiences in the American educational system have produced proportionately lower numbers of high school and college graduates relative to the Anglo majority in the nation's labor force.

This proportionate figure reflecting the level of education of ethnic minorities in the economic system is considerable in the State of Texas. Projected figures indicate an increase in their labor market involvement throughout the State in the coming years. A relevant and quality education for ethnic minorities must become a priority if Texas is to fully realize its economic potential through its human resources.

Many minority children carry extensive responsibilities in their families and play complex roles within their communities. If these duties and responsibilities are recognized, this knowledge can be used to develop entrance criteria and design appropriate plans for their recruitment and retention.

Included among these roles and responsibilities are early employment to support and meet the economic needs of the family and, more specifically, of one's own self; sibling, extended family, or one's own child care responsibilities; language interpreter particularly for older adults or family members interacting with bureaucratic agencies in the community; and, volunteer leaders in various community agencies and institutions including the church and social welfare programs. They have adult care responsibilities especially for grandparents or older relatives with whom the child may actually live; and serve as mature mediators responsible for developing strong interpersonal skills to relate successfully to a large number of young and older people in the family and within the larger community.

All these activities demonstrate leadership abilities, transcultural skills, community involvement, and economic responsibility. These are all traits that should translate into important attributes for formal educational training and development if they are simply viewed as assets and not interpreted as disadvantages or personal liabilities in educational advancement.



Within poor families, children are expected to assume their own financial support when pursuing their higher educational goals and aspirations more so than their white age cohorts. As previously noted, they may also be expected to contribute to the economic survival of their families or they may have their own families of procreation and must provide for them as well. Financial aid, work-study programs and scholarship funds are of critical importance in the education of Hispanics and Blacks. The issue is not whether education is valued but whether it can be afforded for a prolonged period of time.

The significance of the family in the life of the individual points to the need to involve this relatively large group in the education of the child. Higher education should be approached as a mutual achievement of the entire group and viewed as a source of pride for the entire family. As a result, adult socialization and effective communication with parents and the community to the structure and functions of higher education must become a priority for colleges and universities as it has become for some public school educators.

Hispanic children at very young ages are taught to interact respectfully with a large number of people in their social environment. African American family members "visit and contact one another frequently and emphasize special family occasions and rituals" (see Jackson, 1991). In order to negotiate a wide range of age, sex, and occupational boundaries, children develop complex skills in building social relationships. They learn to cooperate and demonstrate a high degree of responsibility.

They tend to have early experiences in meeting and interacting with a variety of people within their neighborhoods. They quickly learn to be astute in political relations and personal sensitivities. They understand the need to get along and be liked by those which whom they must interact in their communities. The use of interpersonal skills and shared responsibilities should be the foundation of educational approaches for Latino and Black children.

Racial-ethnic families face tremendous obstacles in obtaining a good quality of life and economic security for their young and old. Across the nation, "Black unemployment rates are twice as high as those of whites and the median income of families is about half of that of whites" (Benokraitis, 1996: 354). Latinos median family incomes (\$22,886) are only



slightly higher than in African American households (\$19,532 in 1994). Approximately 47 percent of African American and 30 percent of Hispanic origin children lived in female-headed households in the U.S. (Benokraitis, 1996). These economic insecurities seriously jeopardize the educational achievement of racial-ethnic children and adults.

Minority families are characterized by a tremendous amount of strength and resiliency. Confronting the burdens of prejudice, discrimination, stereotyping, and structural racism in social institutions — are everyday experiences for many racial-ethnic families. Parents must teach their children not only basic survival skills for living in a hostile environment but also perform all the duties and responsibilities of being good parents (Benokraitis, 1996: 374). The family support system among the poor, racial and ethnic heritage pride and knowledge of their own history are all sources of minority group resiliency. Educators should focus on the diversity of ethnic minority families and identify those factors which have led to their survival and success in U.S. society. (For a good review of the literature on the strength of black families, see Littlejohn-Blake and Darling, 1993.)

The history of minority groups in the U.S. entails continuous responses to discrimination and oppression. The civil rights movement emphasized equality and it opened the door for Blacks and other minority groups to become politically active in pursuing an improved quality of life for their citizens (Montejano, 1987). In Texas, as throughout the country, the struggle has centered on educational and political rights. As part of that struggle, important groups and associations have been formed to defend the hard-won rights of minorities and to push for greater achievements. A number of these organizations have found their way onto college and university campuses such as the National Association for the Advancement of Colored People (NAACP), the League of United Latin American Citizens (LULAC) and the Texas Association of Chicanos in Higher Education (TACHE). These organizations have used educational issues to mobilize their communities. These self-help associations and educational ethnic studies centers should be fully funded to provide necessary support groups, promote the psychological self-esteem of minority students, and sustain active linkages between community leaders and minority students on campuses. (For further reading see Katznelson and Weir, 1985; De Leon, 1993; Chavez, 1984.)



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The continued existence of prejudice and discrimination is evident today even in many institutions of higher education. Benokraitis reports that "one out of five African American students report some form of racial harassment and over the past five years racist episodes have been reported at more than 300 colleges and universities" (Benokraitis, 1996:374).

A plethora of research on inner-city schools (see for example, U.S. Department of Education, Condition of Education 1994, 1995, and 1996) report that minority (a) students have less access to college preparatory classes than majority group students; (b) are more likely to be taught in science and math, and to a lesser extent in English classes by a teacher who majored or even minored in the subject, or is certified to teach that subject, and (c) did not learn about how to get into college until two or more years after their majority group counterparts. The disadvantages in the education system make minority students less likely to be prepared to succeed in college and less likely to be able to compete with the dominant group on a level playing field when in college.

Life Experiences and Disadvantaged Socioeconomic Profiles

The socioeconomic setting and structure of the family largely determine the child's lifestyle and life chances. The literature abounds with the effects of centuries of neglect and oppression that characterize the socioeconomic conditions and, specifically, the educational profiles of ethnic minorities in the U.S. In Texas, FIGURES 1-40 in Part III of this report clearly demonstrate the level of poverty and other socioeconomic deficiencies and educational obstacles that characterize the racial-ethnic population within the State comptroller's economic regions.

The level of socioeconomic disadvantage is highly correlated with proportionately higher racial-ethnic population areas in Texas. Such risk factors as low parental educational attainment, limited English proficiency and English language skills are all characteristic of the State's racial-ethnic minorities. The percentage of students who required remediation in one or more subjects in 1994-95 is significantly higher in south Texas and the Gulf Coast where the majority of Mexican Americans reside.

Low rates of high school graduation for persons over 25 years of age, low levels of adult literacy, few educational resources in the home, and family size factors have been



found to be associated with low levels of education. There are proportionately fewer racialethnic parents who are able to provide anticipatory socialization for higher education or steer children toward the route of technical and professional employment that requires college and university degrees.

The tremendous diversity that characterizes racial-ethnic families should not be forgotten. Not all minorities live in poverty or can be considered as disadvantaged. Yet at all economic levels, minorities continue to be proportionately under represented at higher levels of education.

Minorities and Their Reception on Campus

While socioeconomic and other quality of life factors are significant variables in the educational profiles of racial-ethnic minorities, the quality of public school education and receptiveness of colleges and universities to welcome them on campus represents another set of barriers to the educational achievement of minority groups. Historically segregated schools, limited educational facilities and technological resources, culturally uninformed educators, and few minority faculty and administrative mentors and role models are among the most restraining experiences of minorities attempting to acquire a quality education to prepare them for college careers (see Carter, 1970; Carter and Segura, 1979).

Public school education has confronted minorities with educational tracking, special education classes for the 8 hour retardate, and the politicization of bilingual education. Other obstacles include an over reliance on culturally biased standardized tests, a failure to assess their level of practical intelligence, and a reluctance to thoroughly prepare minority students for college entrance exams.

The college campus has yet to demonstrate a ready environment for minorities. Multiculturalism and diversity are not causes for celebration. Foreign language instruction is not well funded and spoken Spanish as well as other languages continue to meet with suspicion.

Hispanic serving institutions and historically Black colleges and universities do not fare well with legislative budget boards and in funding cycles. The recent court battles fought by the Mexican American Legal and Educational Fund (MALDEF) to challenge



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public school funding for the (San Antonio) Edgewood Independent School District and the suit in behalf of border institutions of higher education are further evidence of the relatively low priority given to the quality of education of racial-ethnic minorities in Texas.

College and university faculty, professional staff, and high ranking administrators, the true gatekeepers of higher education, must come to terms with the ethnic demographic changes taking place on an increasing number of campuses. Instructional approaches, course curriculum, and support services are often designed without including the specific needs of minority students. Faculty and professional development rarely focuses on multiculturalism, diverse learning styles, and other minority centered issues. The transculturation of faculty, administrators, and staff is a critical and imminent need (Torres Raines, 1995).

Experiences and encounters with inferior public schools, low levels of expectations, often hostile learning environments, and culturally insensitive faculty will continue to take their toll on an increasing number of racial-ethnic minority students. The impact of these factors must be recognized at each stage of the educational process toward the completion of academic degrees. Specific issues that characterize the qualitative experiences of minority groups are most relevant at the particular phases of recruitment, admission, retention, graduation, and employment follow-up. The next analytical perspective to be discussed incorporates the most significant concerns at each of these steps in the process of achieving a higher education.

The Special Case of Non-Traditional Students

Colleges and universities must began to devote special attention to the recruitment and retention of non-traditional minority students. Two-year colleges have given this potential group of students far more attention than four-year colleges and universities. However, if four-year college degrees are to become a reality for minority students, then four-year colleges and universities must tailor their educational programs in order to provide opportunities for these kinds of students.

Although there are neither sufficient data nor a true operational definition for non-traditional minority students, it is evident that the recruitment and retention of these students into higher education entails a different process from those who are more typical high school



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graduates. How to reach out to non-traditional students poses a challenge for many colleges and universities. Inasmuch as many students have not been provided sufficient knowledge about how to cope with college entrance requirements in high school, non-traditional students may need community-based programs that will assist them in the application process (e.g. fill out complex forms, learn the implications of deadlines, etc.). We can realistically assume that at least some of these non-traditional minority students will have extensive work experiences that should be credited toward their admission into academic disciplinary fields and not necessarily into special or alternative degree programs. They may also have a track record of leadership in their communities that is relevant to their future success in the college setting.

Scores on standardized tests are not adequate criteria for college entry and are even less meaningful when evaluating the potential success of non-traditional students to complete degree program. The non-traditional student may have forgotten some of the cognitive skills that are measured by standardized tests because of an extended absence from school (Fisher, et al., 1996).

Although a number of non-traditional students may be highly motivated to succeed in college, they encounter a unique set of difficulties. A number of these students undoubtedly have families of their own. Because of their social obligations, they need to be provided with adequate financial support to permit them to remain in school without jeopardizing their families' income. Minority women, a growing sector of the student population seeking higher education, need support with child care facilities and other family centered programs and services.

Racial-ethnic minority students often find it necessary to withdraw from school at specific points in time for a number of reasons. Academic failure, financial problems, the demands of family, and the stress of racism may all contribute to their departure. The dynamic of this exit and re-entry process have not been studied. These students, however, will need assistance when they are to re-enter higher education; which many do after a time. Minority students are more likely to have jobs in which their employers are inflexible in accommodating work schedules to meet course schedules than are majority group students.



This is in part due to the higher participation rate of minority students (and women) in the secondary labor market.

Also, if non-traditional students are to complete a four-year college degree, colleges and universities must design specific academic programs for them. Non-traditional students may be able to attend college only after regular working hours, on weekends, or over condensed tracts of time. Some colleges and universities have created certificate and licensing programs to meet the needs of occupational groups such as teachers and persons in the criminal justice system. These programs need to be expanded to cover non-traditional minority students.

Sociocultural and Economic Considerations Relevant to Completing the Process of Achieving Higher Education for Racial-Ethnic Minorities

Factors Associated with the Recruitment of Minority Students by Colleges and Universities

Recruiting minority students into higher education requires a holistic approach. It is not sufficient to concentrate on the individual student. Colleges and universities must take account of the larger community resources and family setting in which the minority students live and work. When recruiting minority students for college, attention must be given to a wide-range of sociocultural and economic factors that are relevant at this particular starting place of the educational process. Such factors include parental involvement and socialization, community development and outreach, public school teacher involvement and reward, raising aspirations, and considerable technical assistance to fulfill bureaucratic requirements for entry in the higher educational system.

The families of potential students need to be informed of the process by which one applies for entrance into college as well as the demands and requirements of the college experience. Many minority parents have come to understand the importance of a high school diploma but have not been provided with the knowledge of how to assist their children in attaining a college degree. Many minority parents do not have formal college education and, thus, cannot inform their children of how to apply for college entrance. Parents are often



unable to provide their children with socialization experiences pertaining to the expectations or requirements of college life. They lack first-hand knowledge of how colleges and universities function and what colleges and universities expect from students each semester of their academic life. By specifically designing parental involvement efforts to learn about and master the entry process into higher education educators can reasonably expect to increase the number of minority students who attend colleges and universities.

If colleges and universities are to successfully recruit ethnic minority students, administrators and faculty must provide parents of potential students the opportunity to become familiar with the educational system. There is a tendency to stereotype ethnic minorities, particularly the parents, as lacking interest in education. Typically, parents have been criticized for their lack of involvement in their children's education. What is truly lacking is information concerning the process.

Recent data indicate the strong endorsement and emotional commitment of Blacks and Mexican Americans to education (Belle and Ward, 1994; Segura, 1993; Hurtado, et al., 1995; Staples, 1994; Young, 1994). Again, most of the struggle of minority groups has centered on educational rights issues. This history reminds us of the interest that minorities have traditionally placed on higher education and their desire for children to be successful in attaining a good education. We must recognize the limited knowledge that many minority families have about organizational structures, (e.g. the educational structure of public schools, colleges and universities.)

This lack of knowledge, however, varies by socioeconomic status among racial-ethnic minorities. For example, members of the middle and privileged classes have attained knowledge about the structures of higher education as a result of their own educational achievement. The working class and the poor lack basic knowledge about the most elementary structures of higher education. But all class groupings have important questions regarding, for instance, such enabling factors as financial aid and scholarship funds to realize college entry and retention.

Parental involvement in higher education is extremely important because it is the parents who will undoubtedly make the final decision on whether their children will be able



to go to college. Thus, parents must be provided with information about the educational system and the benefits it has to offer in order for them to realize the opportunities available for their children.

Some of this information may seem obvious to educators who may not fully understand that there are members of various minority groups who have never attended college and do not understand how the educational system works. These persons must be reminded that many of our high school students today will be first-generation college students and they lack role models to emulate in their family history.

Recruitment efforts are highly correlated with successful outreach programs that promote community development and involve community leaders. High schools, college and universities must reach out to minority communities with adequate information to assist potential minority students to gain admission into programs of higher education. A knowledge of the advantages and opportunities afforded through a college education need to be disseminated through culturally relevant mass media as well as through numerous racial and ethnic voluntary associations and organizations within minority communities. These groups can be used to help plan effective recruitment campaigns and a variety of other culturally relevant organized efforts. The school should not be the only source for knowledge about the importance of higher education and how to secure admission to college.

Outreach programs targeting racial-ethnic families and communities must be introduced at the middle-school, high school, community college and university levels. Ideally, these programs should be designed to reach children at the elementary level before they began to experience difficulties in school and elect to drop-out or are pushed-out of public schools at an early age.

In addition, some of the outreach programs should be conducted in both English and Spanish. Some parents, for example, Mexican Americans, may lack English language skills and they are unable to communicate with teachers and counselors. Some of these parents may have very limited interaction with school officials because of their predominant use of Spanish.

The strategy of targeting minority students at early ages as well as their parents should



have the effect of raising expectations for completing a high school education and building aspirations to pursue a college degree. Ultimately, recruitment efforts are about economically developing a community by selling higher education to people, setting higher educational goals, and helping to realize a dream in the lives of many racial-ethnic minorities.

Public school teachers at the elementary, middle, and high school levels at particularly high racial-ethnic enrollment schools must be strongly encouraged and equally rewarded for teaching and designing programs to help minority students realize the importance of graduating from high school, in particular, and of achieving a higher education. Teachers must convey practical knowledge to students regarding the advantages and routes for admission into the State's colleges and universities. They must also realistically inform minority students about the specific demands that colleges and universities require for graduation and employment in specific professional and technical fields. Field trips and appropriate information on career options should be a priority in the education of racial-ethnic minority children.

Another central issue in recruitment efforts is the need to help minority parents and students to fulfill bureaucratic requirements. These include meeting deadlines, completing complicated forms and financial reports, determining the best institutions to apply for entry, and helping children construct personal statements pertaining to goals and aspirations.

The working class and the poor often lack knowledge about how to go about seeking the right college for their children, how to apply, and how to fill out complex forms as well as how to write personal biographies and goal-oriented statements. Furthermore, the public high schools in which many minorities attend are fraught with so many discipline problems and problems associated with campus disorganization that counselors do not provide the college-bound students with the needed assistance in finding and applying to colleges. The slack created by the absence of parental assistance in college preparation is not attended to by the schools. The caseloads of the counselors precludes them from attending to anything but the most severe disciplinary problems. Recruitment programs should offer resources to help minorities overcome technical constraints in efforts to attend colleges and universities.



Factors Associated with Admission Requirements Facing Minority Students

Financial resources are essential to enable racial-ethnic minorities in Texas who are heavily over represented at poverty and low-income statuses to achieve a higher education at the undergraduate and graduate level. Other attendance related issues beyond the primary economic barrier include the use of standardized tests, the absence of practical intelligence measures, the significance of a high grade point average (GPA), and creativity and leadership potential evident in the cultural capital of minority students.

The overwhelming majority of cultural minority families do not have the income to support their children through higher education degree programs. A number of minority students are married and have young children of their own who are financially dependent on them as well as other dependents is a reality of life. In spite of the work experience, partime or full-time employment, and, often, multiple employment, financial assistance is critical if economically disadvantaged minority students are to have a viable opportunity to attend colleges and universities. Financial aid, merit scholarships, particularly, those targeting historically disadvantaged groups, work-study and other campus employment, income-maintenance social welfare programs and services, and paid private and public placements and internships must be accessible to fulfill the economic needs of an increasing number of number of potential college and university minority students. Securing financial support has become the most significant variable for attending institutions of higher education in Texas; particularly as a result of the current Hopwood decision.

Also important is the issue of requiring relatively high scores on standardized entrance exams. There has been a long-standing debate about the place of standardized testing in the United States. Almost everyone agrees that the test scores of Blacks and Hispanics are generally lower than those of Anglos (see Fischer *et al.*, 1996; Hacker, 1996; Sternberg, 1996; see especially the report by Seaton and Dworkin in the Appendix of this report). However, such test scores must be placed in a larger social, cultural, and economic context. Evidence shows that natural test scores vary by ethnic grouping but more significantly by income. There are a number of other controversial findings and implications relating to the use and interpretation of standardized assessments for measuring intelligence and gaining



admission in educational institutions.

Standardized tests must be examined both quantitatively and qualitatively. Such issues as their intimidation power over minorities who are aware of the probabilities of failure for their racial-ethnic group and the economic obstacle of having to pay to repeat the test time and time again must be recognized.

Murdock et al. in Part III of this report provide detailed data about the pattern of test scores in Texas. They demonstrate that the test scores (ACT/SAT) for Blacks and Hispanics decrease as parental household income levels decrease. However, at every income level the percent of Anglo scoring in the higher categories is substantially higher than the scores of Black and Hispanic students. They conclude that the ethnic effect is not merely a function of income because race/ethnicity differences remain at all income levels.

How should standardized tests be interpreted and used in higher education? One group of persons assumes that the test scores reflect the innate intelligence of individuals in different groups. However, this line of reasoning assumes that minority groups such as Blacks and Hispanics, taken as a whole, lack the innate intelligence of Anglos. Such a conclusion is biased and unacceptable for a number of reasons supported by empirical research (see Sternberg, 1996).

There is the question of what is intelligence. Experts disagree about the meaning of intelligence. One important distinction has been drawn by Richard Wagner (1996). He distinguishes between practical intelligence and academic intelligence.

Practical intelligence frequently involves situations which are ill-defined. For example, how managers evaluate the performance of their employees can prove to be a difficult task. In some instances the assessment criteria may be well defined, but in others these criteria are vague. In the latter situation, practical judgment is more important. Such practical knowledge is often not acquired within the classroom setting.

Another illustration of practical intelligence involves the ability of persons to interact with others, especially with persons who are considerably different from one another. This kind of practical knowledge is essential if one is to succeed in almost all life situations in a complex society such as the U. S. However, most standardized tests (e.g., ACT or SAT)



used for entry into higher education do not test this kind of intelligence. Practical knowledge is essential to succeed in most professional and technical occupations.

Students can learn to take standardized tests. There is a large body of data which indicate that persons can learn to take these tests and do improve their scores. There is a "Flynn effect" which is recognized in test-taking. It is named after the psychologist who discovered that test scores have increased over a number of years in the United States as in other countries (Sternberg, 1996). That tests scores have become higher over time strongly supports the view that students are capable of learning how to increase their test scores. Minority students can be taught to increase their test scores.

The educational cycle offered to young people can make a great deal of difference in their test scores by examining the way in which students learn mathematics. Evidence indicates that students from poor backgrounds begin to catch up with students from more economically advantaged background during the school year; however, these gains are lost during the summer vacation period. Staying in school longer seems to make a considerable difference for poor students (in contrast to higher socioeconomic students) especially with respect to their math scores (see Fischer et al., 1996).

That test scores can be considerably improved by the school setting has been demonstrated in still other ways. The existence of the U.S. Military Academy Preparatory School, or a "Prep School," is an informative case in point (Moskos and Butler, 1996). This preparatory experience is regarded as the fifth year of high school for those who aspire to go to West Point and who have reasonably high scores on the SAT but not high enough for immediate entrance. The available data indicate that these students, in general, increase their scores during that extended year, and many are then admitted to West Point. Such preparatory experiences are not viewed as remedial education for these students with high aspirations to enter a prestigious institution and acquire a quality education.

In light of the these data, it is no surprise that some school districts afford students the opportunity to practice before they take the tests that count for college admission. Those students who are able to take those practice tests seem to have a greater opportunity of gaining admittance into college.



The Murdock *et al.* findings indicate that those students whose parents have more formal education score higher on standardized tests than do students whose parents have less education. The ability to read, write and to speak standard English is not only learned in the classroom but also at home from parents who have been educated in accordance with the skills that most standardized tests actually measure.

There are still other dimensions of reality relative to standardized testing that should be considered in interpreting racial-ethnic students scores. Some data suggest that public schools seek to increase their test scores through a process called "dumping." Students are routed into special education classes and in the State of Texas these students are not required to take standardized tests (see Brooks and South, 1996). This means that particular school districts may appear to be outperforming other school districts, when in fact no adjustment is made for the kinds of students who are taking the standardized tests.

An especially serious problem is that a high proportion of students who are routed into special education classes are minorities, notably Blacks and Hispanics in Texas (U.S. Department of Education, The Conditions of Education, 1995). In effect, these students are not encouraged or trained to perform effectively on standardized tests.

In this context the research by Powell and Steelman (1996) reported in the <u>Harvard Educational Review</u> should be noted. The authors found that in comparing SAT scores among states it is essential to take into account the kinds of students who take the tests. In states in which the percentage of students taking SAT scores is low, SAT scores tend to be higher. In these states the higher achievers are more likely to take the tests. Moreover, these researchers found that school expenditures make a considerable difference and are highly correlated with student performance on the SAT.

The authors conclude that their analysis of interstate differences holds for intrastate differences as well. Consequently, if particular school districts in the State of Texas are able to "dump" lesser achievers into special education classes, we can expect the test scores of students who take the test in those districts to be higher in comparison to high proportionate minority school districts in the State.

There are further puzzling aspects regarding the over-reliance on standardized scores



to measure success in academic activities. It has been assumed that intelligence falls into a normal curve. However, we should consider the effects of income which are frequently employed to measure success in modern society. If the capacities measured by standardized tests are innate, then we should expect that the income of different groups of people should also fall into a "normal curve." We know that income does not fall into a normal curve distribution within the U.S. population (Jacoby and Glauberman, 1995).

Minority students' creative abilities and cultural talents are not readily measured by any standardized test. These qualities can be very important for a student's success in the classroom.

Among the creative abilities that should be recognized are the skills in writing poetry, telling stories, or playing musical instruments. Having bilingual competency in a global economy should be viewed as an asset, not as a liability. These are characteristics that describe a large number of racial-ethnic minority students.

Equally significant are students' leadership skills. These may be reflected in a number of activities performed by students outside the classroom situation. A considerable number of racial-ethnic students assume the responsibility of helping to support their families by working after school hours and on weekends. Many minority young people must work to supplement the family's household income. There are still other leadership skills that should be considered. These include volunteer services in their communities, *e.g.* assisting teachers, participating in such neighborhood activities as clean-up campaigns, tutoring fellow students, and helping others to stay out of trouble.

Based on the empirical data in the research conducted by Murdock *et al.*, it is evident that Blacks and Hispanics do not have equal opportunity for academic excellence in the State of Texas. The income level and educational background of most parents and the academic preparation of minority students in public schools limit their opportunity to perform equally with respect to their Anglo counterparts. Only by gaining access to higher education can they be expected to contribute to the future economic growth in the State of Texas.

Factors Associated with Retention Programs by Colleges and Universities

It is not enough to recruit and admit minority students. Retention to graduation or



post-graduate education must be the goal of academic institutions. Public schools, colleges and universities must design and institute a variety of programs and services that will ensure that minority students develop the necessary skills, are provided with role models and mentors, are taught by enlightened faculty, receive culturally relevant instruction, and maintain economic support. These are the issues that are most important when focusing on the critical issue of retention.

Preparation and skills building are highly correlated with the retention rates. Preparatory or early intervention efforts such as Head Start, Upward Bound, Talent Search, Youth Opportunities Unlimited (Y.O.U), and others are excellent avenues for socialization and academic training to assist students in developing the necessary skills to continue their education. Academic support services on campus must be developed that target the weakest areas in reading, writing, and mathematics. By all indications, the Texas legislature has not provided sufficient funds for compensatory education. An investment at this level of education may not be the most efficient expenditure; however, it is the most effective at this point in time. Until the State recognizes the extremely low level of funding for public education, all students and many minorities will have failed to receive the quality of education that permits them to enter and remain in colleges and universities in Texas.

Recent research indicates that tracking in schools effectively works and thus, it serves to the further disadvantage of minority students. Tracking does not necessarily reflect the full potential and abilities of the student. Students from a high socioeconomic status in the community are more likely to be tracked into courses for gifted students, for instance. Students' families can greatly influence the way in which their children are tracked in school (Wells and Serna, 1996).

Tracking also effects the manner in which students are taught. It is unlikely that students who are tracked into a class for slow learners will be treated with the same respect and attention by their teachers as students who are tracked into a class for fast learners. Once students are defined as slow learners, we often witness a self-fulfilling prophecy at work.

Some data suggest that tracking students into courses for students identified as slow learners (disproportionally racial and ethnic minorities) can help the school districts look



good in a number of assessment criteria. By tracking students into classes on special education, for instance, some students in the State of Texas may be exempt from taking standardized tests. As a result of this the school district can improve its overall test scores within the State within a few semesters.

Detracking, or the process of moving schools toward a less rigid system of assigning students to classes and academic programs, is becoming a controversial educational reform (Wells and Serna, 1996). The various approaches to detracking minority students should be carefully followed in the research literature.

Emotional and psychological support is important in retaining minorities in school. The identification of mentors and role models for minority students must be given greater attention. Who can serve in this capacity? Minority faculty, transculturated faculty, student peers, community leaders, and college alumni should be included among this group.

There is a critical need to recruit minority faculty in Texas colleges and universities. It is important that racial-ethnic students recognize the academic achievements of their minority group. Minority faculty have overcome nearly all of the limitations that characterize the process of higher education for their ethnic group. They can be the most effective mentors and role models in the most influential setting to help students achieve their education. All that can be done to develop the minority pool of eligibles to fill academic posts in higher education should be done with all deliberate speed.

Faculty can be taught to develop a high level of cultural sensitivity and ethnic awareness at all stages of their academic careers. Faculty, professional staff, and administrators can undergo professional development through a process of acculturation that incorporates instruction and experiences in the history, language, and culture of ethnic minorities. Texas A&M University-Kingsville has institutionalized a faculty development program entitled the Transculturation Program which is a semester long. Originating from a Department of Education FIPSE grant, the program is in its eight year of operation (Torres Raines, 1995).

It encompasses a post-graduate seminar in Mexican American studies taught weekly by Chicano scholars and a two-week language and cultural immersion experience at a



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Spanish language center in Mexico. The program has been very successful in impacting the structural dimensions of the University. It has been disseminated to another TAMU campus in south Texas and there are plans to further introduce the models at other campus sites. Such programs focusing on multiculturalism and its rewards should be developed on in all colleges and universities in Texas.

Students are also capable of learning from their peers. Peer mentoring programs offering renumeration and rewards should be designed on campuses through the assistance of faculty, other students, professional staff, employers, and interested community leaders. Minority and majority students should particularly be encouraged to assist fellow peers in the learning process. For example, in learning a foreign language, interaction with native speakers can greatly improve one's fluency in the language.

Higher education must be imparted in a culturally relevant fashion, utilizing as much of the racial-ethnic cultural capital that minority students possess. The Black and Mexican American cultures value cooperation over competition. They also value personal interaction and more intrinsic relations among people. As a result, small classes, cooperative learning approaches, and diverse teaching-learning styles should produce higher rates of retention of these minority students.

In these educational settings, instructors can more readily encourage individual students to build on their cultural strengths and overcome their perceived deficiencies. Minority students can benefit greatly from interacting with instructors who possess enlightened methods of instruction and present information in culturally meaningful ways.

Economic supports continue to play a significant role in retaining students from racialethnic groups. Again, orientation or procreation family responsibilities, employment necessities, child care issues, and housing requirements are serious concerns of minority students at higher levels of education.

It is not uncommon for a minority student to be married with children, to hold down a full-time job or two-jobs and be enrolled full-time in college in order to qualify for financial aid. Student services in all areas of need should be assessed and designed to



support the continuation of the educational process toward graduation and post-graduate degrees.

Factors Associated with Graduation (Degree) Plans

Employment is a high priority for low-income groups. Professional, prestigious employment with projected high income levels should be the focus of college graduation plans, especially, for racial-ethnic minorities. A liberal education as well as the more technical fields can be effectively tied to the goal of careers and occupations. These are the factors that must be stressed to complete the process of higher education.

Minority students should be contacted early and continuously for academic advisement. Students should be encouraged to carefully establish and help monitor their degree plans for progress toward swift graduation. Education should not be presented as an idly intellectual and contemplative experience but must be interpreted as an active and economically productive process.

Academic advisement programs must be designed that connect with the sociocultural and economic reality of racial-ethnic students and their families. Whether the advisement program be computer driven (which may not be a very personal approach and, perhaps, less effective), group supervised or self overseen, the degree plan must be considered a binding contract to complete a job or a process in an efficient and effective manner. A personal file or portfolio should be developed on each student that is duplicated or accessible to the student for constant and systematic review. All office contacts with minority students should entail a careful review of their degree plans in their presence.

Factors Associated with Career Counseling and Employment Follow-up

Career counseling and employment follow-ups are essential components of the process of higher education for racial-ethnic minorities. Minorities are concentrated in the lower rungs of the employment ladder in the nation's economy. In Texas, Black and Mexican Americans constitute very small proportions of professionals, managers, and small business owners.

Parents often do not have knowledge of alternative career patterns with which to influence their children's choice of occupations. The occupational landscape is changing so



dramatically each year that jobs for the year 2000 are not clearly charted courses of action for many students today, especially, for minorities arriving on campus. Special efforts must be made to inform racial-ethnic minority students of their occupational choices. Placement office specialists or career counselors will need to address the issue of culturally relevant presentations for parents and students to explore the job market and set goals to achieve high paying and prestigious employment. The objective must be to help minorities recognize that what they should expect to realize from their education is not just another job but a long-term career that will involve the rest of their lives and that will reward them with economic security and a suitable lifestyle. A dream ultimately realized.

Career plans are best explored through academic internships or educational placements. Ideally, these experiences should be paid employment in the case of minority students. Business and industry can be challenged to provide this training through partnerships and coalitions with colleges and universities. Minority alumni are particularly useful allies in establishing these contacts.

Employment follow-up services are a final critical issue in the educational process of higher education for racial-ethnic minorities. Their increasing number in academia should be monitored to determine their level of success in the State's economy. Following-up on their professional lives will also result in building networks of human resources that can contribute to the success of greater numbers of ethnic minorities. Educational achievement is the best route for their quest for a better quality of life as contributing members of a democratic society and a growing Texas economy.

Risks and Recommendations

The State of Texas stands to lead the nation in terms of its population growth, its economic potential, and its level of racial-ethnic diversity. Murdock's most recent figures show that Texas has added more residents than any other state in the 1990s with a 12.6 percent (2.14 million people) increase which beats California, the largest state in the Union, with an increase of 7.1 percent. Texas is expected to enter the 21st century with well over 20 million people, having almost doubled its population since 1970. Its growth is attributed



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to 55 percent native births, 23 percent international immigration, and 22 percent from state-to-state moves. The growth rate and characteristic mix of the State's population should translate into new markets, more tax revenues, and more jobs.

There are significant risk factors, however, that could jeopardize this great potential. These risks center on the level of educational opportunities available in Texas for its total population. The public schooling and higher education of its increasingly racial-ethnic population are the keys towards realizing its full economic growth and development.

This report has identified the most serious qualitative risks that confront minorities in their efforts to achieve a quality education in state institutions. It has described an analysis based on the cultural characteristics and socioeconomic realities of life for African Americans (Blacks) and Hispanics (Mexican Americans) and proceeded to note their significance at each level of the educational process from initial recruitment efforts to admission, retention, graduation, and employment.

The implications of the two perspectives intersect, yet they should help to clarify what factors are important at each stage of the ideally seamless process of education. While there is still more empirical research necessary to determine the effects, or combined effects, of the factors cited on the educational achievement of minority groups in Texas, the variables identified have been found to be significant in a considerable number of studies cited.

The risks include a lack of knowledge of the history and culture of the two largest minorities in Texas: Blacks and Mexican Americans. While their socioeconomic profile is generally known, Part III of this report ties those demographic figures to the high risk minority student population in the State. The correlation between SES and the educational background of minority families as well as the public school experiences of minority students is significant and direct. Public schools have not provided a quality education for minorities and have not prepared them for higher education. Economic inequality has significantly influenced the level and type of education racial and ethnic groups continue to receive in Texas. Their cultural capital has been lost in a number of educational settings from public schools to colleges and universities.



This report also notes the risk indicators related to effective college recruitment, admission barriers, financial aid, standardized tests, retention skills, academic support services, faculty and campus receptiveness, mentors and role models, appropriate instructional methods, career patterns, and labor force employment profiles. The most significant risk, however, is that economic incentives in the form of minority targeted scholarships and other types of financial aid will be offered from out-of-state institutions to Texas minorities to leave the State. This will create a flight of Black and Mexican American students to more receptive out-of-state institutions of higher education jeopardizing our State's economy and creaming out our best and our brightest. All our educational resources and opportunities must be equitably distributed to reach particularly disadvantaged minorities and insure the educational advancement of our increasingly culturally diverse population. The following recommendations are proposed to help surmount the potential risks to the educational viability of racial-ethnic minority students in Texas:

- 1. A concerted effort must be made to improve the quality of public school education, K-12, especially focused on high proportionate minority serving institutions to retain and graduate fully prepared students who expect to attend colleges and universities in Texas. Partnerships and coalitions must be formed with a broad range of leaders, educators, and the corporate sector all of which have a vested interest in educational excellence.
- 2. The history and culture of racial-ethnic students should be recognized and acknowledged in all efforts to prepare them for educational advancement. The result of these efforts should validate and elevate their self-esteem which in turn should foster confidence in their own abilities to learn and achieve in higher levels of education. Faculty development and transculturation activities for all campus staff and administrators must be prioritized to produce better prepared educators in the classroom and throughout the educational system.
- 3. The family, the leadership structure, and the entire African American and Mexican American community must be involved in the education of minority students. Educational efforts must be viewed as personal, group, and community development activities to improve the quality of life for the people involved. Socialization and information must be provided to both adults and younger students at early stages of the educational process. Continuous



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outreach and recruitment programs must be devised to reinforce the importance of a good education.

- 4. Financial resources, academic support services, student advisement, and career counseling programs must be readily available to racial-ethnic minority students. All contacts with minority students should begin with a review of their personal files containing all the relevant information to sustain their connection to the college or university faculty, professional staff, and administrators.
- 5. Tracking procedures, unwarranted standardized tests, and other barriers and limitations particularly affecting minority students must be eliminated from the path toward educational achievement. The true measurements and effects of these perceived obstacles to the entrance and progress of minorities in the educational process must be determined. These assessment approaches and tools could be redesigned to capture more relevant abilities that correlate with educational success. Using unwarranted standardized tests as entrance criteria must be modified.
- 6. College preparatory courses and programmatic experiences must be designed to target minority students. The term remedial education and other adverse labels in the educational process of racial-ethnic groups should be eliminated. These programs and courses should be offered at early stages of the education process and be continued in the early stages of higher education. The courses and programs must be culturally informed and relevant to the needs of minority students.
- 7. Colleges, universities and their surrounding communities should foster a welcoming environment for all students, especially for minorities, many of whom are arriving as first generation college students. Offices for multicultural affairs, centers for cultural studies, and minority focused groups and associations should be encouraged to operate and be adequately funded. Racial imbalances in the educational system must be corrected across the board.
- 8. Economic incentives should be provided to colleges and universities as well as special incentives to community organizations and minority-based associations to promote a diverse student body which reflects the demographic trends in Texas. The needs of non-traditional



students, a large number of whom are racial-ethnic minorities, must take priority in designing instructional programs and be provided financial and academic support.

- 9. Colleges and universities must develop initiatives, compile strategic plans, and assess and monitor changes on their campuses to ensure cultural diversity is proceeding within a designated time-table with measurable results. Conferences and seminars should be organized to focus on the issues of diversity and generate proposals with adequate funding to implement important findings and recommendations. Such proposals as presented by Dr. David Montejano during a session hosted by Senator Gonzalo Barrientos on the *Hopwood* decision should be discussed in an effort to continue the dialogue on educational achievement for Texas minority students at all academic institutions.
- 10. The Texas Higher Education Coordinating Board should organize an advisory committee to include educators as well as other relevant persons to assess and monitor the recommendations made in this report.



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Part III



Part III

A Quantitative Analysis of Alternative Diversity Criteria

by

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Introduction

The Texas Higher Education Coordinating Board Advisory Committee on Criteria for Diversity has examined numerous demographic, economic, educational, and other characteristics of the population and students and schools in Texas in an attempt to identify criteria that if used in admission and other processes would assist in the identification of the populations in need which had previously been identified using criteria set aside in the Hopwood decision. The factors examined by the committee have included:

- 1. Socioeconomic status
- 2. First-generation college attendees
 - a. Parents non-high school graduates
 - b. Parents high school graduates
 - c. Parents not college graduates (Bachelor's Degree)
- 3. Bilingual proficiency
- 4. Financially poor school districts
- 5. Low performance schools
- 6. Middle or high school home responsibility
- 7. Leadership experiences
- 8. High school employment experience
- 9. Regionality
- 10. Central or inner city poverty
- 11. Rural poverty
- 12. Centile ranks on SAT/ACT within income categories
- 13. Single-parent families
- 14. Non-traditional student status
- 15. Standardized tests

Of the above factors, ten were identified as potentially capable of being examined with secondary data available to the committee, these included:



- Socioeconomic background, including household income and poverty and parents' level of education;
- 2. First-generation college status;
- Bilingual proficiency;
- 4. The financial status of the student's school district;
- 5. The performance level of the student's school as indicated by the criteria used by the Texas Education Agency;
- Student responsibilities including working, raising a child and similar factors;
- 7. Region of residence within the State of Texas;
- 8. Residence within rural/urban, central city/suburban areas of the State of Texas;
- 9. Effects of the use of alternative levels of ACT/SAT scores.
- 10. Student ACT/SAT rankings within socioeconomic levels;

To examine the effects of such factors, several data sets were obtained and analyzed. The data sets examined included the following:

- a. 1990 Census of Population and Housing Public Use
 Microdata Sample data (5 percent sample);
- b. Texas Education Agency PEIMS data for 1995-96 showing characteristics of students in Texas public schools and of school districts and campuses;
- c. Data for 1994-95 on per student assessed value of residential property for districts from the School District Report of Property Value from the Texas State Comptroller's Office;
- d. Texas Higher Education Coordinating Board data on the characteristics of students enrolled in Texas public colleges and universities, 1995-96;



- Texas Higher Education Coordinating Board data on TASP e. scores for students entering public colleges and universities in Texas including remediation status of students, 1994-95:
- f. Texas Higher Education Coordinating Board Financial Aid Data showing financial aid, 1995-96;
- SAT data from the College Board for students g. completing the SAT in Texas during 1995-96;
- h. ACT data for students completing the ACT in Texas during 1995-96.

The results of the analysis are reported in six sections. In the first section, the results of the analysis of population-based differences are examined emphasizing such socioeconomic factors as income, poverty, and levels of education. This analysis is based primarily on 1990 Census data. In the second section, school based factors are examined including student's work history, participation in bilingual and other school programs, school district wealth, and similar factors. The analysis in the second section is drawn primarily from the Texas Education Agency's PEIMS data bases with extracts having been provided by the Texas Education Agency. In the third section, differences in ACT/SAT scores and factors affecting such scores are examined. These data were provided by the firms offering the testing services. In the fourth section, we present an examination of the variables, deemed from the prior analysis, to be most promising in terms of identifying populations in need. In this section, both the number of persons and the percent of persons affected by the use of criterion variables and specific combinations of variables are examined. In the fifth section, data on the characteristics of students enrolled in higher education, on students needing remediation and on students receiving various forms of financial aid are examined. are derived from the Texas Higher Education Coordinating Board's Student, TASP



and Financial Aid data bases. In the sixth section, a summary of findings and recommendations is provided. In each of the first three sections and Section 5, data are presented for the State as a whole and for 10 geographic regions of Texas delineated as economic regions by the Texas State Comptroller's Office and for counties categorized by metropolitan status as defined by the U.S. Office of Management and Budget in 1992. The categories derived from this definition include metropolitan central city, suburban, nonmetropolitan adjacent, and nonmetropolitan nonadjacent counties. Figure 1 presents a map showing the Comptroller's Economic Regions and Figure 2 shows counties by metropolitan status. By examining the values of a variety of factors across regions and metropolitan status types, it is possible to obtain an indication of the importance of geographic location in differentiating different types of students. Throughout this discussion and presentation, emphasis is placed on the descriptive results of the analysis.



Tables 1-4 provide data derived from the 1990 Census Public Use

Microdata Sample on demographic and socioeconomic characteristics of a

selected part of the Texas population in 1990 for the State as a whole and for
counties grouped by metropolitan status and economic region. A majority of
the data presented in this section are for a specific segment of the Texas
population. This population segment consists of persons under 25 years of age
living in family households with at least one parent present in the household.
This population is used because it is the population most likely to contain
current and future college students. There are two tables for each set of
areas, one showing the percentages within a type of area (Tables 1 and 3) and
a second showing the percentages of state cases across areas (Tables 2 and 4

The data in Table 1 for the State of Texas as a whole indicate that 66.4 percent of those in poverty in 1990 were minority (non-Anglo) group members and nearly 72 percent of those less than 25 years of age in poverty were minority group members. Nearly 74 percent of minorities less than 25 years of age in a household with a householder without a college degree were in poverty in 1990. The data also show that 87.4 percent of those not speaking English at home who are less than 25 years of age are minority. The data indicate that about 55 percent of all single-parent households have a minority householder and that 64 percent of the population less than 25 years of age living in single-parent households are members of a household with a minority householder. Finally, the data in the table verify the low income levels of single-parent households, particularly those with a minority householder. The remaining data in Table 1 and in Table 2 show that between 70 and 80 percent of minorities in poverty or not speaking English at home, or in single-parent households live in central city counties. The data in Tables 3 and 4 suggest that the South Texas region has disproportionate numbers of minorities in



and Figures 3-15).

poverty and with language and other characteristics compared to its population base. There are also substantial proportions of disadvantaged populations in the West Texas and the Upper Rio Grande regions.

Summary of Analysis in Section 1

When viewed from the standpoint of ensuring the inclusion of minority populations in need, the data in these four tables suggest that the use of poverty or income criteria would likely lead to the inclusion of large numbers of minorities and that the use of these criteria would be accentuated by the use of single-parent household, language and parental college-education criteria. These latter three factors appear to only slightly increase the proportions of minorities included however. Finally, the data in this section suggest that the use of residence in metropolitan central city counties or residence in the South Texas region, and to a lesser extent the West Texas and Upper Rio Grande regions, would likely accentuate the involvement of minority populations in need.



Section 2--Texas Elementary and Secondary Students and Schools
In this section, the characteristics of students in Texas elementary and secondary schools are examined as a means of discerning the differences in students by key characteristics. Selected characteristics of students are first examined followed by characteristics of the schools which students attend. The data in this section are for Texas students and schools during the 1995-96 school year and were provided by the Texas Education Agency.

Characteristics of Students in Texas Schools

Tables 5-8 and Figures 16-33 show data on several important criteria discussed by the committee. These criteria include the characteristics of disadvantaged students and students on free or reduced lunch, and language usage and proficiency criteria. As with the data in Section 1, the data in these tables show information by race/ethnicity status of the students within areal categories (Tables 5 and 7) and across areal categories (Tables 6 and 8).

The data in Table 5 show that of the more than 3.7 million students enrolled in Texas schools in 1995-96, 46.4 percent were Anglo, 14.3 percent were Black, 36.7 percent were Hispanic, and 2.6 percent were from the Other racial/ethnic group. Of the students who were disadvantaged, 58.0 percent were Hispanic and 19.3 percent were Black but only 20.9 percent were Anglo and 1.8 percent were from the Other racial/ethnic group. Similarly, 57.5 percent of those on free and reduced lunch were Hispanic and 19.6 percent were Black while only 21.1 percent were Anglo and 1.8 percent were from the Other racial/ethnic group. Among Bilingual, Limited English Proficiency and English as a Second Language students more than 85 percent were Hispanic. Thus, it is evident that minority students are disproportionately represented among the disadvantaged and those using a language other than English.

The data in Table 6 show that although 66.5 percent of all students enrolled in Texas schools are from central city counties, 76.9 percent of



Black, 76.8 percent of Hispanic, and 78.6 percent of Other students live in central city counties while only 54.4 percent of Anglos live in central city counties. When disadvantaged status, free or reduced lunch and language factors are examined, the proportions in central cities among all racial/ethnic groups largely reflect those for the population of students.

Tables 7 and 8 present the same information as shown in Tables 5 and 6 except the data are arrayed by economic region of the State. The data in Table 7 suggest that the patterns identified for the State in Table 5 are relatively pervasive across the regions of the State. The data in Table 8 reenforce those noted in Section 1 in that they show that disproportionate numbers of economically disadvantaged and students receiving free or reduced lunch are from South Texas, West Texas and the Upper Rio Grande regions.

The data in Tables 9-12 show yet additional data on the proportion of students with given criteria characteristics. The data in Table 9 indicate that minority students account for 76.5 percent of single-parent students, 49.7 percent of students in vocational education and 68.7 percent of dropouts in 1995-96. On the other hand, only 36.7 percent of the students placed in gifted and talented programs were minority students. Although these patterns vary with the characteristics of the student populations in the metropolitan status types, they nevertheless show (the remaining sections of Table 9 and Table 10) disproportionately (to student populations) high proportions of minority students who are single-parents and dropouts and disproportionately low proportions of minority students in gifted and talented programs in all categories of areas.

The data in Table 11 suggest that the patterns noted for the State and counties grouped by metropolitan status are pervasive across Texas. In all regions, the percentage of single-parent students and of dropouts is disproportionately high for minority students and the proportion of minority students selected for gifted and talented programs is disproportionately low.



Vocational programs more nearly reflect the proportions of students from each ethnic group.

The data in Table 12 provide information on the distribution of students across regions of Texas. These data show disproportionate numbers of single-parent students in South Texas, East Texas, West Texas, and the High Plains. The proportion in South Texas is particularly startling in that although the region had 20.6 percent of the State's students it had 38.0 percent of all single-parent students in 1995-96. Patterns for other factors tend to be more proportionately distributed across the regions of the State.

Tables 13 and 14 provide information on reasons for dropping out of school. Although the reasons for dropping out are unknown for many of those who have dropped out, it is evident that many minorities dropout either because of life situations that make continuance difficult or due to the fact that academic progress becomes problematic. For example, among Hispanics, it is obvious that they are disproportionately represented among those who dropout to pursue a job, due to pregnancy, marriage, language problems, and age limitations. Among Blacks, disproportionate numbers dropout to join the military, pursue a GED or other alternative education program, due to alcohol or drug problems, and a variety of academic problems including low TAAS scores, poor attendance, expulsion, and age limitations. These patterns are pervasive across areas aggregated by metropolitan status and economic region of the State.

Tables 15 and 16 provide information on another key student characteristic, the percentage of students by race/ethnicity and area who pass the TAAS test. The data in these tables show a consistent pattern across regions. For reading, for example, the percentage passing in the early grades is highest for Anglo and Other students, next highest for Hispanic students and lowest for Black students. By the 10th grade, however, whereas the percentage passing increases for most groups, it declines for Hispanics and





Others. For math, the starting differentials by ethnic group are similar to those for reading but there are declines in the proportion passing for all groups and very marked declines for Black and Hispanic students. Finally, for writing, the same initial patterns of differences are evident but scores for Hispanics are more likely to fall as the grade increases while scores for other groups remain relatively stable or increase. In sum, it appears that the differentials in scores by ethnicity are pervasive across regions and show similar patterns of change across geographic areas of the State.

Characteristics of Texas Schools

In this subsection, the characteristics of school districts and campuses in Texas relative to ethnic, geographical location and other characteristics are examined. The performance ratings of campuses by area and the per student assessed value of residential property by district are examined first followed by an examination of the characteristics of teachers.

Tables 17 and 18 provide information on the performance ratings of campuses in the State in 1995-96. These data reveal relatively few differences among areas in terms of schools with difficulties because of the low proportion of campuses (only 112 out of 6,643) that were rated as low performing. On the other hand, when the category of "recognized" is examined, it is obvious that the proportion of such schools is lowest in central city areas and in the South, West and Upper Rio Grande regions of the State.

The data in Tables 19 and 20 on total residential property value per student in the State show that whereas Anglos and students from Other racial/ethnic groups are disproportionately in more wealthy school districts, with nearly 21 percent of Anglos and nearly 31 percent of Other students being in districts with assessed values of \$130,000 or more per student compared to about 11 percent of Black and 8 percent of Hispanic students. On the other hand, Hispanic students are concentrated in the poorest districts with 35 percent of Hispanic students compared to no more than 12 percent in any other



group being in school districts with assessed values of less than \$50,000 per student. These data also demonstrate the vast differences in values by area. For example, it is evident that nonmetropolitan schools are particularly poor with less than 10 percent of such schools being in the two upper categories of value per student. With the exception of suburban areas, however, the pattern of Hispanic students being concentrated in low wealth districts is pervasive across all areal groupings.

The final tables in this section, Tables 21-25, show characteristics of teaching and other personnel in Texas schools. The data in Tables 21 and 22 show that in all areas the ethnic characteristics of teachers and other staff do not reflect those of the population of students. Thus whereas 46.4 percent of students are Anglo, 14.3 percent are Black, 36.7 percent are Hispanic, and 2.6 percent are from Other racial/ethnic groups, 76.1 percent of teachers are Anglo, while 8.1 percent are Black, 15.0 percent Hispanic, and 0.8 percent are from Other racial/ethnic groups. Clearly, larger proportions of teachers in central cities and in some regions of the State, such as South Texas, are from minority backgrounds, but even in such areas the proportion of minority teachers is not proportionate to the populations of minority students.

The data in Tables 23 and 24 show that experience levels for teachers are quite similar across areas of the State and across racial/ethnic groups. Although there is variation across areas, such variation does not appear to be systematic by area or racial/ethnic group of the teacher. Finally, in Table 25, the level of teacher experience by the subject matter taught are examined for teachers at the State level. The data in this table suggest relative equality in the salaries of teachers across racial/ethnic groups with experience apparently being the key determinant of salary level.

Summary of Analysis in Section 2

Overall, the data in this section suggest that disadvantaged students and students receiving free or reduced lunch are disproportionately minority



and that students in poor school districts and in language-related programs are disproportionately Hispanic. Teachers' characteristics do not suggest that the differences in districts are due to experience differences among teachers in different areas. Although there is again evidence of a concentration of poor students and poor schools in central cities and in the South, West and Upper Rio Grande regions, the data in this section generally suggest that the characteristics of students relative to the factors examined are a function of socioeconomic differences in access and opportunity.



Section 3--Implications of the Use of ACT/SAT Test Scores

In this section, differentials in ACT/SAT scores are examined. purpose of this section is to examine the likely effects of such scores on student admission and other processes under alternative sets of conditions. Specifically, the differentials in ACT/SAT scores by race/ethnicity are examined across geographic areas of Texas to discern if there are unique geographic effects, relative to differences in parental income and education levels to determine the extent to which any ethnic differentials observed are a function of socioeconomic conditions of households of socialization, and by differentials in high school academic performance and preparation to discern whether any ethnic differentials that exist can be explained by other academic factors. Finally, the extent to which such factors can be used in conjunction with other factors to overcome any ethnic bias that may exist in such scores is examined. The scores shown are for all Texas residents who completed either the SAT or ACT in Texas in 1995-96 with the data analyzed being those obtained from the testing agencies who administer such tests. Throughout the analysis, ACT scores have been converted to SAT equivalents. Copies of the items contained in the ACT/SAT files are shown in Appendix A.

ACT/SAT by Race/Ethnicity and Geographic Area

Tables 26 through 28 and Figure 34 show ranges of ACT/SAT scores and mean and median scores by race/ethnicity of the student completing the test and their geographic area of residence in the State. The data in Table 26 point to clear ethnic differentials in scores. Thus, whereas 27.9 percent of Anglos and 28.6 percent of persons from Other racial/ethnic groups score 1141 or higher, only 6.5 percent of Blacks and 10.8 percent of Hispanics show scores in this highest category. In addition, whereas the median score for Anglos is 1030 and 1010 for Other, it is 830 for Blacks and 870 for Hispanics. Equally important, whereas less than 14 percent of Anglos and roughly 20



percent of those in the Other racial/ethnic group score at 820 or below, roughly 50 percent of Blacks and 40 percent of Hispanics score 820 or lower.

The data in Tables 27 and 28 indicate that the patterns noted in Table 26 for the State are pervasive across all areas in the State. Data in Table 27 suggest that there are differences by the metropolitan status of a student's area of residence with all students from all ethnic backgrounds residing in suburban areas scoring higher than students in other areas and with the lowest scores being among students in nonmetropolitan areas. However, in all areas scores show the same ranking of highest scores for Anglos and Others and the lowest scores for Hispanics and Blacks. Similarly, the data in Table 28 indicate that although there are differences among regions of the State, the ethnic differentials are pervasive suggesting that ethnicity is a factor in test performance.

ACT/SAT Score by Income and Educational Level of Parents

The tables in this section provide data on ACT/SAT scores within categories of parental household income and education. Tables 29 through 31 and Figures 35-37 show ACT/SAT scores within categories of parental household income and education for the State (Table 29), by metropolitan status of students' residences (Table 30) and by students' regions of residence in the State (Table 31). The data in Table 29 indicate a pattern of increased scores with higher income for all ethnic groups. However, it is also evident that at every income level the percentage of students from Anglo and Other ethnic groups scoring in the higher categories are substantially higher than among Black and Hispanic students. In fact, even in the lowest income category, more than 20 percent of Anglos and 19 percent of Others score at the level of 1141 or higher while only 4.6 percent of Blacks and 6.9 percent of Hispanics score at that level in the lowest income category. At the highest income level (more than \$100,000), much higher proportions of Black and Hispanic students (22.4 and 29.7 percent respectively) score at 1141 or higher but it



is only at that level that the proportions of Blacks scoring 1141 or higher comes to substantially exceed 11 percent and even at that income level the proportion of Anglos in that highest category of scores is still substantially higher (39.2 percent) than those for Blacks or Hispanics (22.4 and 29.7 percent). The data in this table suggest that there are ethnic differences in scores that are not a function of income.

The data in Tables 30 and 31 further support the fact that scores for Blacks and Hispanics generally remain lower across income categories. At the same time, however, these data suggest that scores are generally substantially lower in nonmetropolitan areas. In a majority of the economic regions of the State this pattern is also evident but it is difficult to discern the pattern at upper income levels in such regions as South and West Texas because of the small number of minority households in high income categories in such regions. In sum, although income appears to affect scores on the ACT/SAT, there remain race/ethnicity differences at all income levels.

Tables 32 through 34 show the relationship between parents' level of education and SAT score category. Data are shown only for the SAT because data on parents' levels of education are not available from the ACT. The data in these tables show, as the data did for parental income, that the parents' levels of education do affect students' scores with students with parents with higher levels of education scoring higher than those with parents with lower levels of education. The data also suggest, however, that differences in scores among ethnic groups remain at all educational levels suggesting that race/ethnicity effects are evident even at the highest educational levels. For example, as shown in Table 32, among Anglo students with a parent with a graduate level of education, 41.1 percent score 1141 or higher on the SAT while 52.2 percent of students from the Other racial/ethnic group score at this level but only 12.1 percent of Blacks and 23.4 percent of Hispanics with parents with a graduate level of education score at this level.



ACT/SAT by Students' Academic Performance in High School

In this section, the relationship between academic performance and ACT/SAT performance is examined. Because SAT uses quintiles while ACT uses quartiles for class ranking, data on students' reported class ranking are shown separately for the two tests. The data in Tables 35 and 36 suggest that although there is a tendency for those students with higher scores to be in the higher ends of their class rankings, even among students in the upper fifth and upper fourth of their classes, Black and Hispanic students tend to have lower ACT/SAT scores. For example, for the SAT, whereas 47.3 percent of Anglos and 53.0 percent of Others scored in the highest SAT score category among those in the top fifth of their classes, only 12.1 percent of Blacks and 20.5 percent of Hispanics in the top fifth so scored. Similarly, for the ACT, whereas 36.3 percent of Anglos and 36.3 percent of Others in the upper onefourth of their class scored in the highest test score category, only 16.0 percent of Blacks and 19.4 percent of Hispanics in the upper one-quarter of the class so scored. Equally important, the percentage of students scoring above 990 on the SAT in the bottom one-fifth of their classes was 24.0 percent for Anglos and 14.3 percent for Others but only about 6.2 percent for Blacks and 5.7 percent for Hispanics, and among those in the bottom one-quarter of their classes, the proportions scoring above the 990 level on the ACT was 17.0 percent for Anglos, 15.0 percent for Others but 6.8 percent for Blacks and 6.4 percent for Hispanics. As with parental income and education, such results for class ranking suggest residual race/ethnicity effects on ACT/SAT scores.

The data in Tables 37-39 and Figures 38 and 39 show data on student ACT/SAT scores by race/ethnicity, high school grades and area of residence in the State. The data in Table 37 indicate that, as with class rankings, ACT/SAT scores by grade point average show lower proportions of Black and Hispanic students in the upper score categories than Anglo and Other students even among "A" students and lower proportions of Hispanics and Blacks scoring



higher among those with lower grade point averages. Tables 38 and 39 show that such patterns are generally pervasive across regions and counties grouped by metropolitan status.

Finally, as a means of discerning whether differences in ACT/SAT scores among racial/ethnic groups are a function of course preparation, the data in Tables 40-45 on student scores by race/ethnicity and years of math or natural sciences completed are examined for the State and counties in the State grouped by metropolitan status and economic region. The data in these tables again verify that even among those students who have completed substantial math and science training, ACT/SAT scores are generally higher for Anglos and persons from Other racial/ethnic groups than for Blacks and Hispanics.

The data in this part of this section suggest that ACT/SAT scores have a relationship to performance and training but that race/ethnicity effects still exist after such factors are taken into account. This may suggest that cultural differences are playing a role in test performance.

ACT/SAT Performance Relative to Other Factors

There are many factors that have been discussed as potentially being used in conjunction with ACT/SAT scores in admission and other processes to counter any effects of potential racial/ethnic biases in such tests. Several of these that have already been examined above include income, parents' levels of education, and region of the State. The analysis above has shown that racial/ethnic differences prevail across categories of such factors. In this section, three additional factors are examined. These are shown in Tables 46, 47 and 48. The results in these tables are sufficiently uniform so as not to merit separate discussion. These results again verify that no matter what type of high school preparatory education is pursued, whatever level of extracurricular activity is examined or whatever the level of work experience that a student has, ACT/SAT scores tend to be lower for Black and Hispanic students than for other students.



Summary of Analysis in Section 3

The results in this section suggest pervasive differences in the ACT/SAT scores of Black and Hispanic students compared to Anglos and students from Other racial/ethnic groups across a wide variety of factors. Although scores are clearly impacted by such socioeconomic dimensions as parental income and education, even among students who are performing at the highest academic levels there are apparent disadvantages for Blacks and Hispanics which are not easily explained by other factors. These findings suggest that careful consideration should be given to the manner of use of such tests in admission and other processes.



Section 4--An Examination of the Implications of the Use of Alternative Criteria

In this section, we examine the number and percent of all persons and persons in different racial/ethnic groups affected by the adoption of the criteria initially proposed and then examine persons identified using those criteria found to be most useful in Sections 1-3 above. We begin by delineating the basic frequencies and percentages associated with each of the criteria identified in the introduction and then examine combinations of the criteria involved. Combinations of criteria are examined both in terms of people's possession of multiple characteristics and then in terms of the total number of persons with one of several characteristics. Compared to the use of a single criteria, the use of a combination of multiple criteria in which the possession of multiple criteria characteristics is required reduces the number of eligible persons obtained while using the number of persons obtained by using any one of several separate criteria increases the numbers of eligible persons obtained relative to the use of any single criteria.

Frequencies and Percentages for Basic Variables

Tables 49-90 show the basic frequency and percentage distributions for the variables discussed in the introduction and analyzed in this report as potential criteria. Each is briefly discussed below.

Income and Poverty--The data in Table 49 show basic income groupings with the first three income categories being made equivalent to the poverty level income for a family of four, 150 percent of the poverty level income for a family of four, and 200 percent of the poverty level income for a family of four in 1989. The data in this table show that the use of an income criteria equal to the poverty level income for a family of four would result in the inclusion of 1,555,690 persons less than 25 years of age with 1,035,195 or 66.5 percent being of minority status. Use of incomes up to and including 200 percent of poverty would result in 3,133,779 eligible persons with 1,951,761



or 62.3 percent of the eligible group being minority. The data in Table 50 show roughly the same results using poverty data.

Education--Tables 51 and 52 present information related to the use of level of education. As shown in Table 51, use of the criteria of parents with less than a high school level of education would lead to 1,198,070 eligible persons under the age of 25 with 1,010,158 or 84.3 percent of all eligible persons being of minority status. As shown in Table 52, use of the criteria of less than a bachelor's degree would lead to 4,011,918 eligible persons under the age of 25 with 2,276,074 or 56.7 percent of all eligible persons under 25 years of age being of minority status.

Language--The data in Table 53 suggest that the use of the criteria of speaking a language other than English at home would lead to 1,511,406 eligible persons under the age of 25 with 1,397,986 or 92.5 percent of eligible persons being of minority status.

Wealth of School District--The data in Table 54 provide information on the use of school district wealth as measured by per student residential property value. The data in Table 54 suggest that the use of property values of less than \$70,000 per student would lead to 1,510,388 eligible persons in elementary and secondary schools with 62.7 percent or more than 947,057 being minority.

School Performance Rating--The data in Table 55 suggest that using students from low performing campuses would result in 101,532 eligible students with 62,337 or 61.4 percent being of minority status.

Student Responsibilities -- The data available to measure this dimension were not adequate but analysis of the existing data shown in Table 56 suggest that parental status would likely result in over 76 percent of eligible persons being minority but only 27.5 percent of the eligibles using work status would be minority. However, the overall numbers of persons shown in the table are not representative of the total numbers in the population and



thus these data cannot be considered as appropriate for measuring family, work or other obligations.

Region and Urban Status--The data in Tables 57 and 58 relate to areal variability. The data in Table 57 suggest that the use of South Texas and Upper Rio Grande Region residence would result in 1,582,403 eligible persons under 25 years of age with 1,175,610 or 74.3 percent of all eligible persons being minority group members. The data in Table 58 suggest that central city residence would result in 4,619,198 eligible persons under 25 years of age with 2,477,121 or 53.6 percent being minority persons.

ACT/SAT Test Scores--The use of test scores is examined in Table 59.

The data in this table show that 17,091 students who completed the ACT test and 16,969 who completed the SAT test would be made eligible if persons with scores below 820 were added to existing pools. This would represent 31.3 percent of those taking the ACT and 19.6 percent of those taking the SAT. Of the 17,091 eligibles created by this use in the ACT test, 9,799 or 63.2 percent would be minority while in the SAT group, 11,584 or 68.3 percent would be minority group members.

Test Scores within Income Categories--Table 60 examines the joint relationship between income and ACT/SAT test scores. The concept suggested by this criteria was that of discerning whether taking the top performing students within lower income categories would result in increased numbers of eligible minorities. The data in this table show some support for this premise. Thus, for students from households with incomes of less than \$30,000, 2,108 or 42.1 percent of those in the highest test score category were minority group members but among those from households with incomes of \$100,000 or more, only 669 or 17.1 percent were minority group members.

Frequencies and Percentages for Combinations of Criteria

In this section, we examine combinations of the variables noted above in an attempt to ascertain what the effects of using multiple criteria would be



on the size and the characteristics of the members of the eligible populations obtained. Again the effects of the various combinations are discussed below within the same general categories as used in Sections 1 through 3. Although not discussed in the text, data on each of the criteria discussed previously in this section and for the combinations of exclusive criteria for the three areal groupings found to be of utility in preceding analysis—metropolitan central cities areas, and the South Texas and the Upper Rio Grande Regions—are provided in Appendix B. We begin by examining exclusive combinations of criteria followed by additive criteria.

The Use of Exclusive Criteria

Population Characteristics

In this section, we examine the characteristics of the population shown in Section 1 to be of particular importance in identifying populations in need. These data are taken from the 1990 Census with the values shown being the number of persons less than 25 years of age who are in households with one or both parents with the characteristics delineated. Tables 61-71 present this information. We examine these results for each combination of criteria.

Persons in Poverty Households with Parents without College Degrees—
Table 61 shows the number of persons under 25 years of age in poverty
households with both parents with less than a bachelor's degree. As indicated
in this table, 1,207,802 eligibles are identified using this combination of
criteria with 953,822 or 79.0 percent of all eligibles being minority persons.

Persons in Single-Parent Households in Poverty--Table 62 provides data on the number of persons less than 25 years of age in households with a householder who is single and in which the household income is at or below the poverty level. The data in this table indicate that the number of eligibles would be 553,776 with 441,043 or 79.6 percent being of minority status.

Persons in Poverty Households in which a Language Other than English is Spoken in the Home--Table 63 shows data on the number of persons under 25



years of age in poverty who speak a language other than English at home. The data in this table show 571,267 total eligibles with 553,143 or 96.8 percent being minority.

Persons in Single-Parent Households with the Parent not Having a College Degree--The data in Table 64 show 1,013,609 persons under 25 years of age who would be eligible under this criteria. Of the number of eligibles, 690,922 or 68.2 percent are minority group members.

Persons in Households with Parents without a College Degree and in which a Language Other than English is Spoken in the Home--The data in Table 65 show the number of persons under 25 years of age who live in a household with parents without a bachelor's degree and in which English is not the language spoken in the home. The data in this table show 1,081,753 eligible persons with 1,030,397 or 95.3 percent of these persons being minority group members.

Persons in Single-Parent Households in which a Language Other than

English is Spoken in the Home--The data in Table 66 show those persons under

25 years of age living in households with a single-parent and in which English

is not the language spoken at home. The data in this table show 249,528

eligible persons in this combination of categories with 237,150 or 95.0

percent being minority group members.

Persons in Single-Parent Poverty Households with the Parent not Having a Bachelor's Degree--Table 67 provides data on the number of persons less than 25 years of age living in a single-parent household in poverty and with the parent not having a bachelor's degree. The data in this table show 541,735 eligibles with 434,950 or 80.3 percent being minority residents.

Persons in Poverty Households in which Neither Parent has a Bachelor's Degree and in which a Language Other than English is Spoken in the Home--The data on these variables shown in Table 68 indicate 467,200 eligible persons under 25 years of age under this combination of criteria with 457,887 or 98.0 percent being minority residents.



Persons in Single-Parent Poverty Households in which a Language Other than English is Spoken in the Home--The data in Table 69 show 156,308 eligibles under this combination of criteria. Of these, nearly 152,756 or 97.7 percent are minority group members.

Persons in Single-Parent Households in which the Parent Does Not Have a College Degree and in which a Language Other than English is Spoken in the Home--Data on this combination of variables is shown in Table 70. These data show 239,929 eligibles with 229,677 or 95.7 percent being minority residents.

Persons in Single-Parent Poverty Households in which the Parent Does not Have a Bachelor's Degree and a Language Other than English is Spoken in the Home--The data in Table 71 on this combination of criteria show 153,808 eligibles with 150,532 or 97.9 percent being minority group members.

Characteristics of Schools and Students in Schools

In this section, we examine combinations of characteristics drawn from TEA data on the number of students in Texas public elementary and secondary schools in 1995-96 and on the characteristics of school districts. These data are shown below in Tables 72-78.

Economically Disadvantaged, Limited English Proficiency, and School District Total Assessed Value Criteria.—The data in Tables 72-74 examine the effects of each of three major criteria available in Texas Educational Agency data on the number of persons who would be eligible. The data in these tables show that the use of the criteria of using students designated as economically disadvantaged would result in 1,754,401 eligible students with 1,388,276 or 79.1 percent being minority students; use of students in Limited English Proficiency Programs leads to 479,576 eligible students with 473,347 or 98.7 percent being minority; and use of students in school districts with total assessed property values of less than \$72,126 per student would result in 398,876 eligibles with 329,610 or 82.6 percent being minority group members.



Combinations of Economically Disadvantaged, Limited English Proficiency and Total Assessed Property Value Criteria--Tables 75-78 show results for various combinations of the three school-based criteria. For all combinations examined, the use of multiple criteria reduces the number of eligibles. For example, when the three criteria are combined, the values are substantially reduced. Thus, if the lowest total assessed property value per student (<\$72,126), economically disadvantaged status, and enrolled in a Limited English Proficiency Program criteria are combined (Table 78), the number of eligibles is reduced to 107,778 but 107,374 or 99.6 percent are minority. As indicated in other combinations discussed in this section, such results point to the tradeoffs required between the number of eligibles obtained and the proportion of persons of minority status among the eligibles obtained.

Characteristics of Students Completing the ACT/SAT in 1995-96

In this section, we examine the results for the combinations of criteria involving students who completed the SAT/ACT in Texas in 1995-96. These results are shown in Tables 79-81.

Students Completing ACT/SAT by Assessed Value and Parents' Income--Table 79 shows the combination of school district assessed value per student and parental income. The data in this table are examined relative to differences at the extremes of income within school district assessed value per student categories. The data in this table for districts with assessed values of less than \$70,000 per student and parental incomes of less than \$30,000 show 19,055 eligibles with 13,200 or 70.4 percent being minority. For those from households with incomes of more than \$100,000 and in districts with assessed values of \$130,000 or more per student, the number of eligibles was 3,569 with only 485 or 13.6 percent being minority group members.

Students Completing ACT/SAT by Assessed Value and Parents' Education--Table 80 shows data on combinations of property value per student for school districts and parents' level of education. The data in this table show that



if persons in districts with per student assessed values of less than \$70,000 were used in conjunction with parental education of high school or less, 6,937 eligibles would be identified with 4,810 or 69.3 percent being minority residents. If parental education of less than a bachelor's degree were used, 14,339 eligibles would be identified with 8,359 or 58.3 percent being minority residents.

Students Completing ACT/SAT by Assessed Value Per Student, Parents' Income and Parents' Education--The data in Table 81 shows the crosstabulation between the three variables noted. Although this table cannot be easily summarized, one can examine the extremes of the table to obtain an indication of the likely consequences of selecting different combinations of these three variables. If the categories of assessed value less than \$50,000, parents' income less than \$30,000 and parents' education of less than a bachelor's degree, a total of 3,618 eligibles are identified with 2,936 or 81.1 percent being minority group members. If the category of assessed value exceeding \$130,000 is used in conjunction with parental income of more than \$100,000 and less than a bachelor's degree, then 292 eligibles are identified with 56 persons or 19.2 percent being minority residents.

The Use of Additive Multiple Criteria

To this point in the analysis, the numbers of persons obtained using single criteria and the numbers obtained by requiring the possession of multiple criteria characteristics have been examined. In this final part of the analysis, we examine the number of persons who would be obtained if the number of persons possessing any one of several criteria characteristics were added together. Tables 82-89 present the results of the additive use of criteria.

The data in Tables 82-84 present the results of the analysis of persons less than 25 years of age in households with children for which the total number of potential eligibles is 6,652,767. These data show that if having



parents without a college degree or living in poverty, or an income equal to 200 percent of poverty or an income of less than \$35,000 is used, the total number of eligibles is between 4.0 and 4.3 million persons with between 55 and 57 percent of this range being minority group members.

Tables 85-88 present information on the numbers of persons in Texas elementary and secondary schools under different combinations of characteristics. Tables 85 and 86 show that the use of economically disadvantaged status together with assessed value of district or Limited English Proficiency status lead to between 1.8 and 2.0 million of a potential 3.7 million eligibles with between 73 and 78 percent being minority. The data in Table 87 suggest that dropping the economic disadvantaged category reduces the number of eligibles to roughly 960,000. Table 88 combines all three of the characteristics of being from an economically disadvantaged household, being enrolled in a Limited English Proficiency Program, or being in a school district with a relatively low total assessed value per student. This table suggests that the use of all three factors would increase the number of eligibles to more than 2.0 million persons with more than 76 percent being minority group members.

Table 89 provides data on the combination of assessed value per student, based on the assessed value of residential property per student, parental income less than \$30,000 and with parents' with less than a college level of education among students taking the ACT/SAT in Texas in 1995-96. These data suggest that the use of such criteria would result in 85,514 eligibles out of the 141,282 taking the ACT/SAT with more than 51 percent being minority group members.

Summary of Analysis in Section 4

As a final means of examining the utility of alternative criteria, the data in Table 90 can be examined. This table summarizes results from Tables 49-89. This table shows in column two the number of persons eligible using



alternative single criteria, exclusive multiple criteria, and additive multiple criteria and in column three the percentage that this number represents of all the persons who might be eligible in the applicable population (these total numbers for the applicable populations are 6,652,767 for the population under 25 years of age in 1990, 3,748,167 for students in elementary and secondary schools in 1995-96, and 141,282 for students taking the ACT/SAT in Texas in 1995-96). Three columns are then shown for each of the total minority population and for the Black and Hispanic populations combined. These columns show the total number of eligibles under a given criteria, the percentage that the number of eligibles is of the applicable population base, and the percent of all eligibles that the minority (or Black and Hispanic) population represents. Column one of the table provides a reference to the table from which the data are derived.

The effects of the use of single criteria values can be determined by examining data for Tables 49-60 in Table 90. Clearly the single criterion of relatively low household income, parents without college degrees and central city status create the largest number of eligible persons (over 4.0 million for each criteria) but in these cases the minority proportions are 58.6 percent, 56.7 percent and 53.6 percent respectively. The highest proportion of minorities (more than 92 percent) is obtained when the language criteria is utilized but the total number of eligibles is reduced substantially, to 1.5 million. It appears that the use of any one criteria will require a tradeoff between the size of the pool and the ethnic characteristics of the pool.

Tables 61-71 employ the population in Texas under the age of 25 in 1990 and thus the number of eligibles shown can be compared to the total base of 6,652,767. As shown in Table 90, the data in these tables suggest that the combination of poverty and parents without a college degree produces a pool of more than 1.2 million with more than 953,000 of this or 79.0 percent being persons of minority status. The combination of parents without a college



degree and a language other than English being spoken in the home produces 1.1 million eligibles with 95.3 percent being minority group members. Similar numbers and proportions are shown for the combination of single-parent households with the parent not having a bachelor's degree in which more than 1.0 million eligibles are obtained with 68.2 percent being minority group members. All other combinations produce less than 700,000 eligibles. The results shown for these tables when compared to those for Tables 49-60 clearly demonstrate that as more variables are employed, the number of eligible persons is reduced. Thus, the two combinations delineated above produce larger proportions of minority eligibles than those discussed relative to Tables 49-60 but the total number of minority residents who are eligible is reduced from the more than 2.3 million shown for Table 49 and Table 52 to the roughly 1.0 million in Tables 61 and 65.

Tables 72-78 present data from the Texas Education Agency on students in Texas elementary and secondary schools in 1995-96. They examine the three student criteria of economically disadvantaged, enrolled in Limited English Proficiency programs, and total assessed property value per student. These tables should be evaluated relative to the 3,748,167 students enrolled in elementary and secondary schools in Texas in 1995-96. The analysis of these three variables in Table 90 shows that the largest number of eligibles is obtained by simply using economically disadvantaged status with more than 1.7 million total eligibles being obtained with nearly 1.4 million (79.1 percent) being minority group members. All other combinations lead to relatively small numbers of eligibles.

The data for Tables 79-81 must be examined relative to the 141,282 base of students who completed the ACT/SAT in Texas in 1995-96. As shown in Table 90, these data suggest that all combinations examined produce relatively small pools relative to the total of 141,282 potential persons. This suggests that among those who take the tests associated with college entrance, the use of



multiple criteria quickly limits the number of eligible persons. Thus, even with the use of two criteria (see Tables 79 and 80) combining relatively large numbers of categories is necessary in order to increase the number of eligible persons especially the base of eligible minorities. If three variables are combined (see Table 81), the base of eligible persons decreases to a marginal number relatively rapidly. These data suggest that the use of a limited number of criteria will be necessary in order to create pools of sufficient size.

The data on combinations of variables used additively (Tables 82-89) suggest that the use of standard socioeconomic criteria, that is, low income and education (as represented by having parents without a college degree) would produce pools of more than 4.0 million, which would represent more than 60 percent of the total applicable populations, more than 70 percent of the applicable minority populations and result in between 55 and 57 percent of all eligibles being minority group members. Virtually all other combinations result in either substantially reduced numbers or proportions of total and minority eligibles or reduced proportions of minorities among the eligible populations.

In sum, then, the data in this section suggest that a very limited number of criteria should be employed in the identification of populations in need. It appears that the use of standard criteria of socioeconomic status including income and poverty and levels of parental education should be considered for use.



Section 5--Students in Higher Education in Texas

In this section, we examine several key characteristics of the current students enrolled in higher education in Texas. This section is intended to provide data that when compared with those presented above for the elementary and secondary school population will indicate the nature of the change likely to impact Texas colleges and universities in the coming years.

The data in Table 91 show Fall 1995 enrollment in public colleges and universities in Texas. These data show a total level of college enrollment that is 62.9 percent Anglo, 9.8 percent Black, 22.3 percent Hispanic, and 5.0 percent from Other racial/ethnic groups. Given an elementary and secondary school population (as shown in Table 5) that is 46.4 percent Anglo, 14.3 percent Black, 36.7 percent Hispanic, and has 2.6 percent from Other racial/ethnic groups, it is obvious that increases will occur in the number and proportion of minority students in Texas colleges and universities.

In fact, data shown in Tables 92 and 93 from a recent projection of Texas residents attending Texas public colleges and universities (excluding health-related institutions), suggest that, by 2030, roughly 57 percent of all college students will be non-Anglos. Therefore, the issues impacting minority college students will increasingly become the dominant issues facing higher education in Texas.

Although the numerous issues that may impact Texas as its college population becomes increasingly minority is not the major focus of this report and cannot be discussed in detail here, it is appropriate to note that in the absence of change in the socioeconomic status of minorities and in their access to and completion of levels of higher education, some of the implications may be extensive. For example, Table 94 shows the percentage of students who scored at various levels on the TASP test which determines the need for remediation. As is evident from the data in this table, nearly 29 percent of students had scores requiring remediation in math, 17 percent



remediation in reading and 26 percent remediation in writing but these percentages were roughly 51 percent, 30 percent and 40 percent for Blacks and 39 percent, 26 percent and 35 percent for Hispanics.

The data in Tables 95 and 96 show mean TASP scores across counties grouped by metropolitan status and economic region and Figure 40 shows percent of students requiring remediation by economic region. These data show that in each status type and region, mean scores for Blacks and Hispanics are lower than those for Anglos and Others for nearly all subject matter areas, suggesting the pervasiveness of the patterns noted in Table 94. Figure 40 shows high percentages of students requiring remediation in several regions of the State with the highest percentage being in South Texas. Together the data in Tables 94-96 suggest that the need for remediation services within higher education is likely to increase in the coming years.

The data in Tables 97 and 98 suggest that there will also be substantial financial need. Thus the 271,772 students receiving financial aid in Texas during 1995-96 represented roughly 33.8 percent of all students enrolled in the Fall of 1995. However, the 127,480 minority students receiving aid represented 42.8 percent of all minority students. The data in these tables also suggest that minority students may find it more difficult to obtain some types of aid. For example, in the State and for all regions in the State, the amount of minority aid coming from loans is less and this difference is largely the reason for the overall lower levels of aid for minorities than for other students.

Summary of Analysis in Section 5

The brief analysis in this section indicates that resolving the issues related to minority involvement in higher education is critical to the future of higher education in Texas. Growth in minority enrollment will account for a majority of all enrollment growth in the State and, in the absence of measures to alter patterns of involvement and the socioeconomic conditions of



minorities in Texas, future patterns could bring relatively slow growth in enrollment in Texas higher education and to increasing proportions of students with substantial levels of need for remedial and financial assistance.



Section 6--Summary and Recommendations

In this analysis, a relatively large number of factors which may vary with racial/ethnic status have been examined as alternatives to the use of race-based criteria. The intent has been to find factors that would identify populations with the levels of need that were previously identified using race/ethnicity criteria. Several alternative categories of criteria have been examined. These have included basic socioeconomic factors, school characteristics, characteristics of tests used in admissions and other processes, geographic location, and a variety of other factors that may be related to ethnicity or affect the relationships between ethnicity and other factors.

Any attempt to generalize from the extensive descriptive analysis presented here must be done cautiously. Clearly, additional analysis could be completed and numerous other criteria might be considered and evaluated. However, within the limitations of this analysis, the following results appear sufficiently general as to merit further consideration:

1. Socioeconomic conditions related to poverty, income and education appear to substantially focus attention on minority groups in need. The analysis in Section 1 indicated that income levels are lower and poverty levels higher for minority residents in nearly all areas of the State. When such factors are examined among the future population of those who will be college students in the years to come (those persons under 25 years of age), the results suggest that the use of such criteria, would appear to be useful in identifying populations in need. In addition, the results of analysis in Section 1 suggested that the single-parent status of the household, language use



- and lack of college-educated parents might be usefully combined with income and poverty to identify populations in need.
- 2. Area of residence may also be useful in identifying populations in need. In particular, the results in several sections suggest that central city counties may provide focused areas for identifying populations in need. At the same time, however, for several factors, it is obvious that extreme conditions of need also occur in nonmetropolitan areas. Among economic regions of the State, South Texas shows particularly high levels of need, with substantial levels of need also being evident in the Upper Rio Grande Region.
- 3. Although student populations show marked differences by several characteristics, these differences appear to be largely a function of socioeconomic differences that are associated with minority status and are pervasive across areas. However, one areal factor that clearly identifies populations in need, particularly those within populations of Hispanic origin, is school district's assessed residential property value per student. Consideration should be given to using the wealth status of districts as a means of identifying students in need. Secondary attention should be given to the use of the proportion of disadvantaged students and students on free or reduced lunch for identifying populations in need either independently or in conjunction with the property wealth status of the district.



- 4. The analysis provided here suggests that ACT/SAT tests may favor students from particular cultural backgrounds and may not always be indicative of academic performance. Although ACT/SAT scores were related in the ways expected to socioeconomic factors such that students from higher income households and from households with more highly educated parents were likely to score higher on the ACT/SAT, the analysis indicated that even within categories of high income and education, Anglos and persons from the Other racial/ethnic group tended to achieve higher scores while Blacks and Hispanics had lower scores. Similarly, at the lowest levels of income and education, Anglos and Others tended to have higher ACT/SAT scores than Hispanics and Blacks. Equally important, even among students who were performing at high levels of academic proficiency, Black and Hispanic scores remained lower, suggesting that such scores are not predictive of academic performance, at least at the high school level. Analysis of ACT/SAT scores in conjunction with several other factors continued to show residual race/ethnicity effects on scores. Given these findings, it appears that consideration should be given to decreasing the emphasis placed on ACT/SAT scores in college admissions and other areas, if the populations with the highest levels of need are to be served.
- 5. Although a combination of criteria measuring limited socioeconomic conditions of households within areas



with limited socioeconomic resources identifies populations with high levels of need that have high minority proportions, the use of exclusive multiple criteria results in a substantial reduction in the size of the eligible populations under multiple criteria compared to those eligible using fewer criteria. Thus analysis of combinations of property wealth, household income and parents' educational levels suggests that students in the most disadvantaged areas and households are likely to have high levels of need and to be minority. A tradeoff between the size of the total number of eligible persons created in employing given criteria and the proportion of minorities among the eligibles is likely to be necessary.

- 6. It appears that the additive use of multiple criteria may merit consideration for adoption. Use of criteria using income (or poverty) measures and parents' levels of education produce relatively large eligible populations which include more than 50 percent minority group members.
- 7. It must be recognized that no single criteria or combination of criteria examined results in the same level of minority participation as occurred under criteria used prior to Hopwood.
- 8. The need to increase minority enrollment has been documented elsewhere and it is obvious that minority enrollment growth will continue to be the major source of new students for higher education in the coming



years. It must be recognized that unless the socioeconomic conditions of minority populations change, the increase in minority enrollment will likely require more remediation and increased financial assistance if the educational needs of Texas population are to be addressed.

Although additional criteria could be evaluated, and additional analysis of the criteria examined here could be completed, the results of this analysis do suggest criteria that will likely assist in identifying populations in need. The results also suggest, however, that whenever criteria are selected they should be empirically examined because many of those initially suggested by the committee have been found to be relatively ineffective. Therefore, it is to be recommended that colleges and universities proposing criteria to address populations in need be asked to provide empirical evidence that the actions proposed are likely to maintain access for disadvantaged groups. Without such analysis, otherwise well intentioned actions may not result in increasing the diversity of Texas colleges and universities to the extent necessary to ensure that the needs of Texas' current and future residents are adequately addressed.



Table 1: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Within Metropolitan Status, 1990

	State		Central City	L	Suburb	an.	Non-Met Adjace		Non-Met Non-Adjac	
Characteriatic	Number	<u>z</u>	Number	z	Number	z	Number	z	Number	z
Total Population	6,951,382	_	11,594,132		2,539,120		1,961,101		857,029	
Population <25	6,652,767		4,619,198		972,776		733,447		327,346	
Percent Minority		37.3		42.3		20.4		32.4		31.3
Percent <25 and Minority		48.0		51.2		25.6		42.0		40.6
Percent in Poverty		18.0		18.1		12.7		22.6		22.9
Percent in Poverty and Minority		66.4		72.5		43.8		58.2		57.2
Percent <25 in Powerty		24.5		25.1		16.5		29.3		30.2
Percent <25 in Poverty and Minority		71.8		76.3		50.1		66.8		65.1
Population W/o College Degree	14,754,798		9,945,946		2,204,206		1,816,362		788,285	
Anglo	8,502,802	57.6	5,106,737	51.3	1,683,819	76.4	1,189,609	65.5	522,637	66.3
Black	1,844,108	12.5	1,425,492	14.3	187,280	8.5	170,648	9.4	60,688	7.7
Hiepanic	4,113,240	27.9	3,180,507	32.0	293,456	13.3	441,678	24.3	197,599	25.1
Other	294,648	2.0	233,210	2.4	39,650	1.8	14,427	0.8	7,361	0.9
Percent w/o College Degree and Minority		40.7		46.6		22.2	·	34.1		33.2
Population <25 w/o College Degree	5,073,562		3,494,339		698,352		610,893		269,977	
Percent <25 w/o College Degree & Minority		53.6		60.2		30.1		46.1		45.8
Percent <25 w/o College Degree, in Poverty, and Minority		73.8		78.6		51.8		67.7		66.3
Percent Hon-English Speaking et Home		23.4		26.3		. 12.4		20.8		21.
Percent Not Speaking English Well		3.3		3.9		1.6		2.7		2.1
Percent Hon-English Speaking et Home <25 and Minority		87.4		87.9		74.6		90.9		91.0
Percent Not Speaking English Well, <25 and Minority		88.9		89.8		78.3		89.5		88.3
Humber of Single Perant Households	502,913		373,612		61,015		47,761		20,525	
Percent Single Perent Bouseholds with Minority Heed		55.3		59.7		34.2		50.7		48.
Rumber <25 in Single Perent Householde	1,107,116		825,931		123,975		110,116		47,094	
Percent <25 in Single Perent Householde with Minority Head		64.4		68.8		42.0		59.5		58.
Mean Household Income for Householdere >25	35,307		36,545		38,672		27,370		27,222	
Median Bousehold Income for Bouseholdere >25	27,291		29,098		29,000		21,500		20,600	
Mean Household Income for Householdere >25 with Heed/ Spouse w/o College Degree, Minority, w/children	22,923		23,281		25,666		19,778		19,141	
Mean Household Income for Householdere >25 of Single Perent Householde with Minority Head	15,653		16,079		16,772		12,145		12,105	



Teble 2: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Across Metropolitan Status, 1990

	State	Centre City	L	Suburba	un	Non-Meta		Non-Met Non-Adje	
Theracteristic		Number	I	Number	I	Number	X .	Number	x
Total Population	16,951,382		68.3		15.0		11.6		5.1
Population <25	6,652,767		69.4		14.6		11.0		5.0
Percent Minority	6,321,105		77.5		8.2		10.0		4.3
Percent <25 and Hinority	3,191,412		77.3		8.2		10.1		4.4
Percent in Poverty	2,981,402		68.7		10.5		14.4		6.4
Percent in Powerty and Minority	1,980,637		75.0		6.9		12.6		3.5
Percent <25 in Powerty	1,580,663		71.1		9.8		13.1		6.
Percent <25 in Powerty and Minority	1,135,152		75.3		6.9		12.2		3.
Population w/o College Degree	14,754,798	9,943,946	67.4	2,204,206	14.9	1,816,362	12.3	788,283	5.
Anglo	8,502,802	5,106,737	60.1	1,683,819	19.8	1,189,609	14.0	522,637	6.
Black	1,844,108	1,425,492	77.2	187,280	10.2	170,648	9.3	60,688	3.
Hispanic	4,113,240	3,180,507	77.3	293,436	7.1	441,678	10.7	197,599	4.
Other	294,648	233,210	79.1	39,650	13.5	14,427	4.9	7,361	2.
Percent w/o College Degree and Minority	6,007,777		77.1		8.2		10.3		4.
Population <25 w/o College Degree	5,073,562		68.9		13.8		12.0		5
Percent <25 w/o College Degree & Minority	2,719,621		77.4		7.7		10.4		4
Percent <25 w/o College Degree,in Powerty, and Minority	1,105,264		75.4		6.8		12.3		5
Percent Non-English Speaking at Home	3,960,148		77.0		6.0		10.3		4
Percent Hot Speaking English Well	567,126		79.0		7.2		9.4		4
Percent Hon-English Speaking at Home <25 and Minority	1,320,453		77.9		6.2		10.7		5
Percent Not Speaking English Well, <25 and Minority	161,088		81.4		6.6		8.5	•	3
Number of Single Perent Ecuseholds	502,913		74.3		12.1		9.3		4
Percent Single Perent Households with Minority Head	278,207		80.2		7.5		8.7		:
Percent <25 in Single Parent Households	1,107,116		74.6		11.2		9.9		•
Percent <25 in Single Perent Households with Minority Heed	713,068		79.7		7.3		9.2		
Hean Household Income for Householders >25	35,307	36,543	i	38,67	2	27,37	0	27,222	2 .
Median Household Income for Householders >25	27,921	29,098	1	29,00	0	21,50	0	20,600	0
Heen Household Income for Householdere >25 with Head/ Spouse w/o College Degree, Hinority, w/children	22,923	23,28	ı	25,66	6	19,77	8	19,14	1
Meen Household Income for Householders >25 of Single Parent Households with Kinority Head	15,633	16,07	9	16,77	72	12,14	.5	12,10	5



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	_	44	Borthmot	Betroplex	3.		4. £	7:	South Texas	42	State State
Characteristis	Number I	Rumber X	Rumber 1	Runber 3	Rumber X	Mumber X	Husber X	Humber I	Pumber 3	Fruiber I	Bumber X
Total Population	16,991,362	732,849	322,733	4,259,489	900,381	667,284	3,680,121	1,729,362	3,129,840	514,533	611,790
Population 43	6,632,767	292,594	195, 194	1,600,763	318,884	247,327	1,510,545	700,350	1,311,145	204,705	271,258
Personn Macrity	37.3	28.0	18.3	26.2	21.9	13.4	38.0	26.3	62.4	35.0	72.1
Present 425 and Macrity	6.53	37.0	8.0	33.4	28.0	31.3	6.0	34.8	12.2	43.6	79.2
Present in Powerty	0.81	10.9	17.8	12.0	18.7	19.8	13.1	. 17.9	27.2	19.8	26.3
Persons to Powerty	4.99	53.7	36.3	55.3	49.4	48.1	68.7	47.1	86.1	63.1	89.9
breast 45 to Poverty	24.5	26.3	23.9	16.5	24.7	26.6	20.3	r.a	135.7	26.2	34.0
Person 43 in Powerty and Hamilty	71.6	59.7	1.64	61.8	34.6	53.7	74.4	49.7	90.0	72.3	91.7
Population w/o College Degree	14,754,798	633,390	475,794	3,571,506	621,543	919,646	3,292,994	1,471,512	2,833,577	463,399	559,036
of the	6,502,602 57.6	446,801 68.3	378,479 79.6	2,451,306 68.7	629,988 76.6	441,401 72.2	1,612,638 55.0	988,613 67.2	938,168 33.1	283,944 61.2	131,423 23.5
Black	1,844,108 12.5	34,686 5.3			_	•					
Rispense	4,113,240 27.9			_			••	_	•	٠,	_
Other	294,648 2.0	9,999 1.6	5,942 1.2	90,903 2.5	6,342 0.8	8,828 1.4	106,845 3.3	26,919 1.8	26,699 1.0	4,871 1.1	7,099 1.3
Population w/o College Degree and Minority	40.7	30.7	19.6	29.3	23.0	26.8	42.0	31.3	66.1	38.1	75.5
Population 45 w/o	3,073,362	229,110	147,939	1,132,647	22,122	203,068	1,117,997	488,658	1,084,956	166,298	225,365
Person 43 w/o College Degree & Hilberty	33.6	***	28.5	41.1	30.9	34.6	34.8	. 41.5	79.0	. 52.8	84.8
Persent 45 w/s College Degree, in Powerty, and Misority	73.6	62.4	4.6	64.8	55.3	34.3	76.5	32.2	91.0	73.7	T-3
Percent Bon-Dalloh Speaking of Rome	4.8	19.5	11.6	13.2	4.6	7.0	21.0	13.2	48.5	26.8	9.09
Present Per Speaking	5.3	7.	1.6	2.3	6.0	6.0	3.4	1.8	6.2	3.7	6.7
Present Bos-Ingilah Presidus at Jose 41) and Risority	87.4	69.0	78.8	73.3	9.69	37.6	79.9	1.11	96.2	91.8	95.5
Percent For Specific English Will, 435	88.9	86.3	74.4	78.5	78.1	67.9	87.1	62.1	9.96.6	89.4	96.0
Furber of Single Parent Bouseholds	502,913	19,068	12,219	124,013	25,453	919,61	123,937	47,426	986,98	13,450	20,543
Percent Single Perent Boushalds with Minority Beed	35.3	41.3	31.4	46.2	44.2	32.0	56.7	1.94	74.3	46.3	. 82.5
Population 43 in Single Privat Bosesholds	1,107,116	41,031	26,150	236,413	57,238	43,525	266,083	101,074	235,428	29,765	50,391
Percent 42 in Single Parent Boundalds with Himority Reed	64.4	50.3	39.2	35.2	53.1	59.9	63.5	86.0	91.6	\$6.5	8.98
Ben Benelold Becse for Benelolders >25	35,307	31,146	28,682	40,771	28,741	29,138	39,657	33,491	29,536	31,324	29,409
Medica Bonsehold Income for Rouseholders >25	27,921	23,500	21,600	32,360	22,432	23,000	32,000	26,050	22,613	23,566	23,000
Heam Bousshold Insome for Ecuseholders >23 with Read Spouse w/o College Degree, Hinority, w/shildren	22,923	20,741	19,363	26,436	19,733	20,883	25,607	23,366	20,527	21,234	20,909
Hear Rossehold Insone for Rosseholders >25 of Single Farent Rosseholds with Hinority Read	15,639	13,797	11,770	16,605	12,149	13,415	17,425	16,161	13,292	13,02	14,043

table 31 federted Despriphie and Section-connects Characteristics of Trans Population and Populations Presentaged Mithia Lonconic Legions, 1990

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	Total	7		Portheest		Hetroples		Terms		Texas	-0	35	Texas	₫.	Zoort Tens	4 •	Post	۰,		
Characteristic		Perper	 #	Pember 1	•	Rusber I	١	Rember 1		Warber I	Person	۳	Persper	-	Panther	-	Pumber	-	Peter	-
fotal Population	16,951,382		4.3	3.1	-	2	1.62		5.3	3.9		22.9		10.2		18.5	,	1.5		3.
Present 45	6,632,767		;	2	•	*	24.1	•	4.8	3.7		22.7		10.3		19.7		3.1		1.
Percent Macrity	6,321,105		7.5	1.5	•9	23	17.7		3.1	2.7		23.3		1.1		30.9		2.9		7.0
Personn 425 and Minority	3,633,899		3.5	1.7	_	11	17.5	•	2.9	2.5		22.6				31.0		3.1		7.0
Paroset in Powerty	2,981,402		£.5	3.1	-	91	16.9	••	5.4	4.3		19.3		9.6		28.0		3.3		5.3
Parwert in Powerty and Hisority	1,980,637		3.7	7	•	×	14.1	**	3.6	3.1		20.0		7.0		36.2		3.3		7.2
broset 425 is Powerty	1,380,663		. :	*		91	16.4	7	4.8	4.0		19.0		10.5		28.9		3.3		5.7
Personn 425 in Persons and Minerally	1,135,132		3.9	4	•	*	14.1	-7	3.7	3.0		19.7		7.2		36.2		3.3		7.3
Population w/e College Degree	14,754,798	633,390	;	475,794 3.	2 3,5	1,571,506 24.2		821,543	3.6 61)	611,646 4.1	3,292,994	94 22.3	1,471,912	10.0	2,633,577	19.5	463,599	3.2	359,036	3.8
lagle	1,502,602	108'991	5.3	378,479 4.	5 2,4	1,451,306 28.8		679,988	.4	441,401 5.2		58 21.3	988,613		938, 188		283,944	3.3	131,423	1.6
Slack	1,644,108	34,686	:	21, 431, 1.5		528,644 28.7		131,096	.2 15.	131,509 7.1		22 33.7	198,840	10.8	111,303	•:0	19,693	1.1	18,875	0:
Lispenia	4,113,240	162,105	3.9										23,139		1,736,987	42.7	154,889	3.8	401,639	9.6
Other	294,648	6,999	3.4	5,942 2.0		90,903 30.9	o.	6,342	7.7	8,828 3.0	106,845	45 36.2	26,919	9.1	26,899	9.1	4.871	1.7	7,099	7.7
Population w/e College Degree and Hisority	4,007,777		3.3	1.6	•	13	17.4	-1	3.1	2.8		23.0		1.1		31.2		2.9		7.0
Population <5 w/o	5,073,562		£.5	3.0	•	1.2	•	•	3.1	4.0		22.0		9.6		71.12		3.3		;
Parent 42 w/e College Degree & Hisority	2,719,621		3.7	1.	•	17.5	s.	~	2.9	2.6		2.5		7.5		31.5		3.2		7.0
Percent 42 w/o College Degree, is Peretty, and Miserity	1,109,264		3.9	1.7		14.0	e.	•	3.7	3.0		19.6		1.1		36.4		3.4		7.2
Personn Bes-Dellish Speaking at Lose	5,960,148		3.6	1.6	•	14.2	7	-	1.0	1.2		20.6		9.9		38.3		3.3		4.
Persons for Specialing English Will	967,126		3.1	7.1		17.1		-	1.4	1.1		3.5		5.5		34.1	٠	3.4		9.3
Percent Nos-English Speaking at Jose <25 and Misority	1,320,453		7	4.	_	. 13.1	-	•	6.9	0.8		18.2		5.4		42.3		9	-	10.8
Percent Det Speaking Deliah Sell, <25 and Hisority	161,088		3.1	1.3	_	13.3	•	-	1.3	0.7		22.8		5.3		36.5		3.0	-	10.3
Percent of Single Parent Households	202,913		3.8	4.		24.7	^	•	3.1	3.9		24.6		4.6		19.3		2.7		7
Percent Simple Parent Households with Hinority Read	278,207		2. 8	1.3	•	20.6	•	•	4.0	3.7		2.2		0.		8.9		7.7		1.9
Population <25 in Single Parent Ecusebolds	1,107,116		3.7	2.4		2.2	~	•	5.2	3.9		23.9		9.1		21.3		2.3		4.6
Percent 425 in Single Parent Rosesbolds with Minority Bead	713,068		2.9	1		.:	•	•	4.3	3.7		24.4		7.9		27.0		2.4		6.1
Been Bousehold Income for Rouseholders >25	35,307	31,146		28,882	7	40,771	44	28,741	8	29,138	39,837	č	13,491		29,536		31,324		29,409	
Sedian Rousehold Income for Rouseholders >25	17,921	23,500		21,600	-1	32,500	-1	22,432	ສ	23,000	32,000	Q	26,030		22,613		23,566		23,000	`
Hera Ecusebald Income for Ecusebalders >25 with Ead/ Sponse w/e College Degree, Hilmority, w/shildren	22,23	20,741		19,363	•	26,436	•	19,733	2	20,883	709,52	•	23,366		20,527		11,254		20,909	
Bern Rossbold Income for Rossbolders >25 of Single Perent Rossbolds with																				

Ibble 4: Selected Demographic and Secioeconomic Characteristics of Tens Population and Populations Parestaged Across Recomic Regions, 1990

Number and Percent of Students Enrolled, Students who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96 Table 5:

Marie Committee Committee

	State		Central City	City	Suburban	ban	Non-Metro Adjacent	erto est	Non-Metro Non-Adjacent	acent
Student/Progrem	Runber	*	Rumber	*	Rumber	*	Number	"	Rumber	"
Number of Students	3,748,167		2.490.765		601,488		472,573		183,341	
Anglo	1,739,613	46.4	946,040	38.0	429,609	71.4	261,169	55.3	102,795	56.
Black	536,386	14.3	412,421	16.6	55,483	9.5	51,458	10.9	17,024	ď
Elepanic	1,375,896	36.7	1,056,578	42.4	100,252	16.7	156,610	33.1	62,456	34.1
Other	96,272	7.6	75,726	0. M	16, 144	7.7	3336	0.7	1,066	•
Rumber of Economically										
Maadvantaged Students	1,754,401	;	1,252,124	,	171,531	•	237,050	!	93,696	,
Anglo	366, 125	20.9	179,085	14.3	80,721	47.1	74,698	31.5	31,621	33.7
Black	339,383	19.3	258,709	20.7	28,076	16.4	39,630	16.7	12,968	13.
Hispanic	1,016,948	58.0	786,564	62.8	60,614	35.3	121,050	51.1	48,720	52.
Other	31,945	1.8	27,766	2.2	2,120	1.2	1672	0.7	387	ċ
thenber of Believes! Students	241.458		210.359		9.272		15.273		6.554	
And the statement of th		4.0	808	9.0	100	1.1	53	6,0	-	_
31000	320	0	266		20	6.0	12	0.5	22	
W. energe	239.175	99.1	208,476	99.1	9,111	98.3	15,172	99.3	6.416	97.
Other	968	4.0	812	9.0	4	0.3	36	0.2		0.1
Bumber of Studente in Limited										
English Profitciency	479,576		400,127		24, 175		39,039		16,235	
Anglo	6,229	1.3	4,818	1.2	789	3.3	297	8.0	325	2.0
Black	2,197	0.5	1,959	0.5	142	9.0	\$	٥.،	42	0
Hispanic	447,399	93.2	372,495	93.1	20,935	86.5	38,167	97.8	15,802	97.
Other	23,751	s.0	20,855	5.2	2,309	9.	521	1.3	99	ò
Number of Students in English			750 771		• > 0					
as a Second Language Course	181,212	•	9/0 6#1	•	11,906	•	1/1000	•	6/6/	•
Anglo	000.4	5.5	3,120	7.7	204		107		734	
Black		9 1	0/6,1	0.1	501		8	7.0	27	3
Hispanic		7.08	121,569	84.3	9,584	0.08	16,954	90.4	7,280	96
Other	20,246	11.2	18,009	12.5	1,794	15.0	396	2.3	47	9.0
mber of Students										
Receiving Free/Reduced Lunch	1,713,988	,	1,217,200		170,112	;	234,451	;	92,225	
Anglo	361,411	21.1	176,540	14.5	79,686	8.9	73,978	31.6	31,207	33.1
Black		19.6	255,565	21.0	27,885	16.4	39,378	16.8	12,593	13.7
Hispanic	985,513	57.5	757,582	62.2	60,439	35.5	119,441	50.9	48,051	25
• • • •	***	•	•	•	•	•				

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Table 6: Number and Percent of Students Enrolled who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as as Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Across Metropolitan Status, 1995-96

	State	Central City	city	Suburban	pan	Adjacent	m t	Non-Adjacent	acent
Student/Program	Number	Number	*	Rumber	•	Number	ĸ	Number	*
Runber of Students				:	•			;	•
Enrolled (Fall)	3,748,167	2,490,765	66.5	601,488	16.0	472,573	12.6	183,341	4.0
Anglo	1,739,613	946,040	76.4	55.683	10.3	51,458) 6 9	17,024	3.2
Black	000,000	175,421	76.97	100.252	2.3	156.610	11.4	62,456	4.5
Hispanic Other	96,272	75,726	78.6	16,144	16.8	3,336	3.5	1,066	1:1
Number of Economically		,	i	;	•		•		•
Disadvantaged Students	1,754,401	1,252,124	71.4	171,531	9.6	74.698	13.5 20.4	33,696	, e
Anglo	330, 123	258,709	76.2	28,076	8.8	39,630	11.7	12,968	8.8
Bisch	1,016,948	786,564	77.3	60,614	0.9	121,050	11.9	48,720	4.8
Other	31,945	27,766	86.9	2,120	9.9	1,672	5.2	387	1.3
Bunhar of Bilingual Students	241,458	210,359	87.1	9,272	3.8	15,273	6.3	6,554	2.8
Anglo	1067	808	75.4	100	4.6	53	0.0	109	10.2
Black	320	266	83.0	20	m c	21	ж. М. ч	77 7	
Hispanic	239, 175	208,476	87.7	9,111	o •0	13,172	. o.	9,410	. 8.0
Other	3			•					
Number of Studente in	479 . K74	400.127	4.5	24.175	5.0	39,039	8.1	16,235	3.5
Angle	6.229	4.818	77.3	789	12.7	297	8.4	325	5.2
Tools and the state of the stat	2,197	1,959	89.1	142	6.5	54	2.5	42	1.9
Hananic	447,399	372,495	83.3	20,935	4.7	38,167	8.5	15,802	3.5
Other	23,751	20,855	87.8	2,309	9.7	521	2.5	99	0.3
Number of Students in English		:	;	:	•		•	613 5	4
as a Second Language Course	181,212	144,0/6	 	11,968		17,363		466	. v
Anglo	1,000	3,120	7.08	, c	6.7	38	2.5	1 8	1.2
Black	785.281	121.569	78.2	9.584	6.2	16.954	10.9	7,280	4.7
Blepanic Other	20,246	18,009	88.9	1,794	8.9	396	2.0	47	0.2
Rumber of Students	1.713.988	1.217.200	71.0	170,112	9.6	234,451	13.7	92,225	5.4
And of the state o	361,411	176,540	48.8	79,686	22.0	73,978	20.6	31,207	8.6
Mack	335,421	255,565	76.2	27,885	8.3	39,378	11.7	12,593	3.8
Historic	985,513	757,582	76.9	60,439	6.1	119,441	12.1	48,051	6.9
	177 [1	27 K11	0 70	20.0	Y . Y	757	6.5	922	_



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	forms	•	Righ Plating		Portibres	r	Metroplex	5	Oppor Last Foxes		Southeast	ĕ ğ	Oulf	Control Texts	-	Fourth Teras		Total		Opper Mo
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aber of Ovedente																				
brolled (7ell)	3,748,167						876,125		188,796	137.5	891	896,984	-	325.664		771.731	=		:	
Q	1,739,613			33.0	76,680	72.2		57.7		6 87,212		401,312			17.6		3.0	27,1983	•	54,873
The state of the s	336,386	7		 		6.9		18.0				189,045			6.5					
Hepenie	1,375,896	36.7		37.0		19.6		20.5	16,442 8.7		9,542 6.9	269, 164	129.9		4.4		•	^ ** **		4,587 3.0
	96,272	7.6	2,050	3	1,360	:		3.6				39,463			2.3		6.0		9.6.0	1.359 0.9
mber of Recording																				
Pleadvastaged Students	1,754,401				46,374		328,230		78.939	62.4	=	167 740		90 011		3		;		
er in	366,125			27.0		33.9		27.3	35,356 44.	12,220		63.237				433,000			=	
Flack	139,383			11.0		11.5		30.0			43.4	109.160	20.7							
Mapendo	1,016,948	28.0		61.0		13.3	129,348 3	39.1	13,169 16.7			164,161		32.687		-			•	
and the second	21,945		797	٠.	£	::		3.6		1,616	16 2.6	11,171	3.0		:	•			. 9.0	342 90.6
Pumber of Bilingual																			!	
tradents	241,438		2,734		×		32,416		2,126	7.1	92	47,000		***		1				
lag le	1,067	4.0	9	0.5	•	::		4.0			77 4.5	581			•	74,909		122		
No.	320	0.1		6.3		7:		0.3	7 0.4	2		₹	3		• •		•	2		
Hoperie	23,173	 8	_	•	3	X .3	32,068	99.0	2,093 98.4		43 78.0	57.673	•							
orber .	969	4.	o N	7.	~	1:1		4.0		283		8	:	ឆ	2.5			18 0.2		50,244 99.0c
aber of Students																				
a identical frelish																				
Profictioner Programs	479,576	•					90,167			4,379	2	120,621		20,339		38,306	=	17.418	7	950
3.4		3		- ; •		5.3			7:1			1,797	1.5			893	9.0			
1	/61'Z	3		ņ.	R	٠.	•	0 :	57 0.9		29 0.7	810			•.•			14 0.1	. =	74
Select	186,199		0.0% 800. A A A A			?		5.79 5.79	3,690 95.2	3,604		107,461	68.9	18,329 61		156,146 98				-
1		2		:		:		•				10,733								
Perber of Students																				
Lenguage Course	181.212		\$.649		1.776		707 11			•		:		į						
tag lo	4,050	7.7	68 1.6	•		2.3		•				11.6		7,973					_	8,375
Black	1,529	6.0		•		:						ត្ត :			6.6		8.0	202 5.0		40 0.5
Lopesto	188,887	63.7	5, 192 92.	•	_	6.						900		•	F. 1					
Other	20,246	11.2	337 6.3	-		6.9	7,673 14	14.7	154 3.5	330	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	9.431		6,604 82	62.8	43,066 97.1		3,739 93.3		6,279 98.8
Suber of Students Acetrine Pres Reduced												•			!		:	2	^	o }
Venches	1,713,988		64,863		46,321		324,616		78.198	\$69.19		164 409			•					
ofact	361,411	1.12	17,163 27.0			93.9						765, 105								4
Black	335,421	9.61	7,330 11.0					29.9	29,544 37.8	28.006		108,100	; ;	17 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	2.5	46,430 9.9				6,873 6.4
Hoperdo	985,513	57.3	_									163.203				13,512		4,343		
Other	31.643	7:	442 0.7	•																

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	Pate	Het Plates	3	Bortheest		Betroples	Oppor Last forces		fortheast Teme	ا ۔	Oulf Count	7	Control forces	a	South Texas	į	West forces	į	Upper No Orende	٠.
Pradont/Program	į	į	-	į		Pember 3	Rusber	' ⊷	Pember	-	Mather	•	Magber		Member	•	Pember		Pember	-
Purber of Students			:		;			9	147.548	17	898.984	24.0	325.664	7.4	27.511	. 9. 9.	127,663	3.4	134,875	7
Excelled (Pall)	3,748,167	138,617					100,17			; ;	107		187.607	10.0	184.677	9.01	37.676	1.5	21.784	::
of her	1,739,613	87,076			•				# N	; ;	189.043	22.2	30,986	5.	79,68	2,5	6,447	1:2	4,587	-
Black	336,386	10.781			•			: •		: 2	740.164		79.523		552.617	40.2	62, 439	3	127.145	6
Elepenio Other	1,375,896 96,272	2,950	7:	1,360 1.	23	32,815 34.1	1,930	9:1	1.48	 	39,463	0.1	7,548	7.8	6,545	:	1,101	7	1,359	7
•																				
Perber of Recorded 117	1.744.401	66.344	1.6	46.374 2.0	ų.				62,441	3.6	367,749	21.0	129,953	7.4	998'667	23.5	66,834	3.8	107,651	6.1
Annual particular property	366.125	17,916			•		-	9.7	25,220	;	63,23	17.3	40,669	1:1	47,446	2.	14,647	0.	6,900	-
4-12	139,383	7,537		5,316 1.0	•			•	28,379	:	109,160	32.2	34,026	0.0	19,499	?	4,548	3	2693	
Elepents Orber	1,016,948	40,427	6.4 1.5	21 89 21 22 23 24 25 24 25 25 25 25 25 25 25 25 25 25 25 25 25	33	113,348 12.6	15,169	2.5	7,226 1,616	3.1	11,171	35.0	2,371	: :	2,42	7.6	400	; ;	97,316	: :
		!																		
Perfect of Milingual	;	***	-	35	•	32.618 13.4	2,126	6.0	1,720	0.7	57,999	24.0	9,214	3.8	94,909	39.3	9,221	3.8	30,351	12.7
Bradeate	241,42							4:		1.1	187	17.5	2		346	37.6	Š	7.9	198	18.6
9 3 1	align*		: :			91 28.4		7.7		5.3	2	23.1	2	10.3	z	6.01	•	7.0	7	=
Bleck		2.711	:	345 0.3	•			9.6	1,343	9.0	57,673	24.1	089.4	3.7	94,431	39.5	9,167	3.8	30,244	12.6
Ocher	969	7	5		•	11, 13.1		7.7		31.5	3	7.3	ជ	2	2	9.01	=	5.0	5	?
Rember of Studente																				
follow better at	7.0	140 61		2.740 0.0	4		6.187	1.3	4,379	6.0	120,621	27.52	20,539	4:3	158,306	33.0	17,418	3.6	48,969	10.2
Profile tener frogram	966.9		-		1	1,982 31.8		.	*	1.4	1,797	28.1	242	:	693	14.3	270	4.5	397	4.
	2,197	n	7.7		۲.			2.6	23	::	919	36.8	2	:	2	٠. د	=	9.6	Z	
	447.399	906.6	2.1	2,489 0.	9.0	78,683 17.6	5,890	:	3,604	9.9	107,461	24.0	18,329	7	136,146		16,973		916	2
Ocher	121,23	398	1.7		0.7				662	2. 8.	10,733	5.2	1,495	3,	1,136	.	9	<u>.</u>	081	6
Purber of Students																				
In Inglish se a become		977	-	1.776 1.	9	53.606 29.6	3.775	1.5	2,491	-	49,177	17.1	7,973	;	44,369	24.5	4,021	1.1	8,375	4.6
Marian alexand	, B	2			1.0			1.3	3	:	រះ	90.9	312	1:1	347		202	2.0	\$	<u>:</u>
		2	9.0		٦.			:	2	6.0	988	38.5	2	;	<u>.</u>		•	4.0	•	9
Hack .		2			-			£.3	2,100	7:	37,907	24.4	6,604	7.	43,066	17.7	3,73	7.7	8,279	
Elepenie Other	20,246	35,	1		9.6	7,873 38.9	ž	0.7	330	9.1	167'6	£6.5	987	;	£	4.5	ê	6.3	7	0
Lacatring Pres/Reduced						:			;		;		3	;	:	:		•	.03	
Lonches	1,713,988	64,863			-	324,616 18.9		9	61,633		364,392		50,621	? :		? :	8			: :
9	361,411	17,183			•••	89,209 24.7	34,903	٠.6	24,536		62,109	7 :	19.5	::	2		*70'*Y	? -	6,00	: :
Black	335,421	7,330			•	96,984 28.9			8 .		061,001		20,00	3 :	216.61	• •	, 5		£70 yo	
Lispenie	985,513	39,908	6. 0		•	126,813 12.9		<u>.</u>	1.194		163,203	70.0	22,6/3	?	402,010	è	110	•	2	
		•			•								****	•		•	8		***	•

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	State		Central City	ity	Suburban	ban	Adjacent	ent	Non-Adjacent	acent
Student/Program	Number	ĸ	Number	ĸ	Number	ĸ	Number	ĸ	Number	*
Number of Students	3,748,167	•	2.490.765		601,488		472,573		183,341	
	1,739,613	46.4	946,040	38.0	429,609	71.4	261,169	55.3	102,795	56.0
Black	536,386	14.3	412,421	16.6	55,483	9.5	51,458	10.9	17,024	6.3
Hispanic Other	1,375,896 96,272	36.7 2.6	1,056,578 75,726	42.4 3.0	100,252 16,144	16.7 2.7	156,610 3,336	33.1 0.7	62,456 1,066	34.1
Mumber of Stnele										
Parent Students	2,489		1,640		335		374		140	
Anglo	586	23.5	366	22.3	100	29.9	84	22.5	36	25.7
Black	548	22.0	318	19.4	85	25.4	118	31.6	27	19.3
Historic	1,341	53.9	947	57.7	148	44.1	169	45.1	77	55.0
Other	14	9.0	o	9.0	7	9.0	m	0.8	0	0.0
Number of Students										
in the Gifted	291,311		202,169		42,390		33,815		12,937	
	184,392	63.3	111,556	55.2	36,461	86.0	25,740	76.1	10,635	82.2
Black	29,553	10.1	26,735	13.2	1,284	3.0	1,208	3.6	326	2.5
Hispanic	64,615	22.2	53,589	26.5	2,657	6.3	6,514	19.3	1,855	14.3
Other	12,751	4.4	10,289	5.1	1,988	4.7	353	1.0	121	7.0
ò					104 661		316		900	
Vocational Programs	633,360	6	154,560	1 04	79,507	73.7	56,550	50.3	26.946	62.2
Anglo	100,010		70,578	18.3	10,069	. 6	10,802	10.8	3,598	0.6
BLACK	205, 625	30.0	148.738	38.6	16.045	14.9	29,296	29.2	11,346	28.3
nispanic Other	14,307	2.3	11,204	3.0	2,240	2.1	658	0.7	205	0.5
Timber of December	29.918		21,247		3,665		3,375		1,631	
And of Property	9,364	31.3	5,066	23.8	2,227	8.09	1,431	42.4	9	39.5
	5,131		4.029	19.0	468	12.8	425	12.6	209	12.8
Diach Glesenie	16,929	8.64	11,724	55.2	925	25.2	1,503	44.5	777	47.6
Debes	464	1.7	428	2.0	45	1.2	16	0.5	'n	4.0

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Table 9: Number and Percent of Students Enrolled, Students who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96

Number and Percent of Students Enrolled who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Across Metropolitan Status, 1995-96 Table 10:

	State	Central City	city	Suburban	ban	Non-Metro Adjacent	ent	Non-Metro Non-Adjacent	cent
Student/Program	Number	Number	x	Number	ĸ	Number	ĸ	Number	H
u.d		371 007 0	9	700 700	9	479 673	2 22	100 001	o *
Enrolled (Fall)	3,746,16/	2,490,763	7 95	420	26.7	261,169	15.0	102,241	
Anglo	14 / 17 4 01 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	412,421	76.9	55,483	10.3	51,458	9.6	17,024	3.5
Biech	1,375,896	1.056,578	76.8	100,252	7.3	156,610	11.4	62,456	4.5
Other	96,272	75,726	78.6	16,144	16.8	3,336	3.5	1,066	1.1
Number of Single									
Parent Students	2,489	1,640	62.9	335	13.5	374	15.0	140	9.0
Anglo	586	366	62.5	100	17.1	\$.	14.3	g :	
Black	548	318	58.0	285	15.5	118	21.5	27	۰ ۱
Hispanic	14541	/ # A	9.07	140	14.9	103	21.0	`	9 6
Other	41	n	04.7	7	7.1	1	+.17	•	•
Number of Students				٠.					
in the Gifted			;				:		•
and Talented Program	291,311	202,169	4.6	42,390	14.0 0.0	33,813	9.5	12,937	\$ v
Anglo	184,392	111,000		10,401	7.4	1,208	7.4	326	-
BLRCK	20,023 46,415	52,589	0.00	2,657	4.1	6.514	10.1	1.855	2.9
Other	12,751	10,289	80.7	1,988	15.6	353	2.8	121	6.0
•						•			
	092 259	385,089	8.04	107.861	17.0	100,315	15.8	40.095	4.9
VOCALIONAL FIORIEMS	318,581	154.569	48.5	79,507	25.0	59,559	18.7	24,946	7.8
Angro alock	95.047	70,578	74.2	10,069	10.6	10,802	11.4	3,598	8
Titones to	205,425	148,738	72.4	16,045	7.8	29,296	14.3	11,346	5.5
Other	14,307	11,204	78.3	2,240	15.7	658	4.6	205	1.4
•	9.0	140 10	9	577 6	19 - 2	3 375	-	1 631	ď
Number of Dropouts	29,916	747677	٠.:	000		7.00		•	;
Anglo	9,364	2,066	1.4.	7777	23.8	1,431	15.3	9 6	۰ . د د
Black	5, 131	4,029	78.5	800	1.6	CZ# .	ņ.;	507	÷ .
Hispanic	14,929	11,724	78.5	925	6.2	1,503	10.1	Ĭ.	5.2
Other	494	428	9.98	45	9.1	16	3.2	S	1.1

31.5 2.0 64.8 1.7

2,603 2,603 181 5,767

5 4 4 6

15.9 15.3 25.1 25.3 58.3

4:1 2:0 1:8 1:8

24,307 22,408 1,101 30,634

80.6 5.8 10.2 3.4

227.5

65,390 43,317 6,014 6,329 5,730

85.0 10.9 1.9

6.222

11,976 11,667 863 123 133

4.5

25,39 15,59 15,45

86333

85.4 11.0 11.0 11.0

86.9 9,63 112.1 103.0

54.282

9.3 8.9 0.5

31.6 6.1 61.7 0.6

2.5

27.1 46.5 1.1

25.5.5

48.8 39.4 10.2 1.6

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5,450 1,631 1,192 1,932

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7,681 2,073 1,936 3,446 202

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1,359 430 18 839 7

3233

47.3 47.3 0.7

8,73 11,23 11,23 17,13

22.5

121,065 33,627 4,277 81,909 1,052

56.1 16.0 22.3 1.6

25,25 27,21 79,51 11,964

23.6 27.1 3.7

145,617 66,389 34,414 39,421 5,393

26.9 25.4 1.5 1.5

17,272 18,244 7,199 1,429 400

22.1

9,519 17,836 1,741 295

12.1.2

1.0 m

5,253 1,686 4,687

3.5.5 1.1 1.1

22,441 16,629 2,043 11,423

2,650 2,650 3,632 1,708 1,708 1,486 8

2.1 0.9

20.3 17.4 61.6 0.7

24.0 38.6 38.6 0.6

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27.47 2.27 0.0 0.0

2.5 2.5 0.0

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14.1 3.0 82.0 0.9

21,784 4,387 127,145 1,359

5.1.0

57,663 57,676 6,447 62,439

22.5

773,723 184,877 29,684 592,617 6,543

27.5 2.7 2.5 2.5

325,664 187,607 50,986 79,523

898,984 401,312 189,043 269,164 39,463

63.4 6.9 1.8

137,548 67,212 36,313 9,542 2,481

88.6 21.9 8.7 0.0

188,796 129,517 41,287 16,442 1,550

37.7 20.5 3.8

876,125 576,622 177,528 177,510

2323

76,680 7,328 20,694 1,360

3252

138,617 67,076 10,781 58,710 2,050

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West Texas Resper

South Texas

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Southeast Texas

Upper Lest Texas

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	Beats	High Plates	. 9	Borthwet	¥	Betroples	Upper Last Texas	ا د	Southeast Texas	Oulf Coast	Central Texas	ا . ہ	South Texas	West Texas		Upper Edo Orande	. 8
Student/Trogram	i i i	P. Beber		i i	"	Hamber 2	Pomber		Pumber I	Number S	Marker		Number S	Member	-	Runber	*
Pumber of Students Preselled (Pall)	3.748.167	138,617	1.2	106,172	2.9		188,796	5.0		186,888	199'926	1.1		127,663		154,673	3
of the	1,739,613	87,076	0.6	76,680			129,517	7.4		401,312	187,607	10.e 9.s		57,676		21,784	:::
Hack Risperie Other	1,375,896 96,272	28,710	121	10,804	123	179,510 15.0 32,815 34.1	1,550	11	9,542 0.7 2,481 2.6	269,164 19.6 39,463 41.0	35,5 45,7	3.8	552,617 40.2 6.545 6.8	62,439	33	127,145	1.4
Pumber of Single Persons Stratemen	2.469	242		3	. 1:1			3.6		182	5	7.0		138		6	2.7
ofau	¥,	2 3	6:1	₽ =	ç; ;			o •		3 5	4 2	! !		2 2		~ ~	6.0
Hack Repeals Other	1,341	\ <u>a</u> -	:::	20	23	5 7.2	มจ	100	000	92 6.9	. 3 →	11	787 58.7	\$ -	6.3	130	5.0
Barber of Students								•		:	;		_	•	. (;
and balented Program	291,311	9,637	e e e	28,7 19,8 19,8	24.5	53,390 29.0	11,976 11,667		8,805 3.0 7,484 4.1 964 3.3	65,390 22.4	20,02	9 6 6	22,408 12.2	6.787	5.5 5.7 5.0	2,805	
Nock Repeals Other	84,63 84,63 87,73	1771	222	4 21	***			22		6,329 5,730	2,352	23		2,305	3.5	5,767	1:1
Pumber of Students in Vocational Programs	633,360	32,441	3.1	25,263	9;		39,319	6.2		145,617	53,742	2		81,13 51.		19,429	3.1
Iled I	316,381 95,047	18,629	2. 4. 5. 1.	18.573		25,406 27.6	8,741	. 7.	7,199 7.6	34,414 36.2	6,997		4,277 4.5	1,120		362	9 .
Repeate	265,425	11,42 34,	2.4 2.4	11,687	22		292	3 3		5,393	984	. 0	•	17.1	. . .	28,22	::
Purber of Proports	816,62	1,336	33	£	22			5.1		7,681	2,324	7.8		1,359	2.4 2.6	1,708	2.3
Angles Mapeste Mapeste Orber	12,2,1 12,2,1 14,2,2	3223	1111	3 g ~	1111	1,132 22.1 1,532 10.1 163 33.4	182	277	224 10.2 136 1.9 21 4.3	1,956 38.1 3,448 23.1 202 40.9	\$5 27 27	6.5 6.5 6.5	257 5.0 5,436 36.4 37 7.5	28.50	121	36 11,486	1.0.0
													I				

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Table 13: Rumber and Percent of Studente Dropping Out of School in Texas by Reason for Dropping Out and Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96

Comparing Continue		State		Central City	City	Suburban	Dan Dan	Non-Eetro Adjacent	ent	Non-Adjacent	acent
1,000 1,00	Reason for Dropping Out	Rumber	×	Number	ĸ	Number	, •	Rumber	*	Rumber	*
2,131 11.2 5,066 22.8 2,127 60.8 1,431 14,929 19.0 468 11.3 4,029 19.0 468 11.3 4,029 19.0 468 11.3 4,029 19.0 468 11.3 1.5 11.2 11.5 4,029 19.0 4,03 11.2 11.5 4,029 19.0 4,03 11.5 4,029 11.5 4,03	mber of Dropoute	29,918		21,247		3,665		3,375		1,631	
1,131 17.2	Anglo	9,364	31.3	5,066	23.8	2,227	8.09	1,431	42.4	640	39.5
14,929 49.8 11,724 55.2 925 25.2 1,503 1,661 1,040 25.0 153 63.5 201 1,018 36.5 200 25.0 153 63.5 201 1,018 57.9 63.8 71 20.5 201 1,018 57.9 63.8 71 20.5 201 1,018 57.9 63.8 71 20.5 201 1,018 57.9 63.8 71 20.5 201 1,018 57.9 63.8 71 20.5 201 1,018 57.9 63.8 71 20.5 201 1,018 57.9 63.8 71 20.5 201 1,018 57.9 64.9 7 14.3 201 1,018 57.9 14 17.0 20.5 1,018 57.9 14 170 20.5 1,018 57.9 14.4 120 20.6 1,018 57.9 14.4 120 20.6 1,018 57.9 14.4 120 20.6 1,018 57.9 14.4 120 20.6 1,018 57.9 57.1 20.6 1,018 57.9 57.1 20.6 1,018 57.9 57.1 20.6 1,018 57.9 57.1 20.6 1,018 57.9 57.1 20.6 1,018 57.9 57.1 20.6 1,018 57.9 57.1 20.6 1,018 57.9 57.1 40.6 1,018 57.9 57.1 40.6 1,018 57.9 57.1 40.6 1,018 57.9 50.6	Black	5,131	17.2	4,029	19.0	468	12.8	\$25	12.6	209	12.8
1,861	Hispanic	14,929	8.64	11,724	55.2	925	22.5	1,503	44.5	<i>111</i>	47.6
1,861 1,040 25.0 134 63.5 201 1,040 25.0 134 63.5 201 1,018 54.7 20.5 201 1,018 54.7 20.5 201 1,018 54.7 20.5 201 1,018 54.7 20.5	Other	494	1.7	428	2.0	\$	1.2	91	o. o	n	9.
1,661 1,040 25.0 153 63.5 201 1,016 54.7 6653 63.8 71 29.5 201 1,016 54.7 6653 63.8 71 29.5 202 1,016 54.7 6653 63.8 71 29.5 102 12 35.3 6 27.3 4 14.3 0 13 38.2 6 27.3 4 14.3 0 14 38.2 6 27.3 4 14.3 0 2,303 41.6 431 31.8 32.6 1.2 28.6 2,303 41.6 44.4 120 22.6 134 36 3.6 3.8 27.1 24.7 14.5 33 24 3 3 3 27.1 24.7 22.6 134 25 38.1 39 30.2 4 121 13.1 25 38.1 39 30.2 4 12.1 10 2 39.3 7 7 7 7 7 31 31.8 32.8 7 7 7 40 12.3 13.8 33.4 7 51 51.9 11.5 50 50.5 10 52 38.2 4 5 6 6 6 54 54 56 6 6 6 55 55 55 5 56 56				Reason f	or Droppi	1g Out					
1,016 54.5 25.0 153 63.5 201 1,016 54.7 66.8 63.8 11 29.5 19.5 1,016 0.9 14 1.3 2 0.8 0.9 1,016 0.9 14 1.3 2 0.8 0.9 1,016 0.9 14 1.3 2 0.8 0.0 1,016 0.9 14 14.5 0.0 0.0 1,016 0.9 14 14.5 0.0 1,016 0.9 14.5 0.0 0.0 1,016 0.9 14.5 0.0 1,016 0.9 14.5 0.0 1,016 0.0 14.5 0.0 1,016 0.0 14.5 0.0 1,016 0.0 14.5 0.0 1,016 0.0 0.0 0.0 1,016 0.0 0.0	4.	1,861		1,040		241		419		161	
147 7.9 103 9.9 15 6.2 26 1,018 54.7 663 63.8 71 29.5 192 12 35.3 62 27.3 7 1 29.5 192 1 2 35.3 6 27.3 1 14.3 0 1 3 58.2 9 40.9 2 2.6 1 14.3 0 2 5.9 1,4356 22.0 77 14.5 33 423 18.4 602 44.4 120 22.6 12 5 8 2 4.7 39 22.0 77 14.5 33 5 8 2 2 4.7 39 22.0 77 14.5 33 5 8 2 2 4.7 39 22.0 77 14.5 33 5 8 2 2 4.7 39 30.2 4 14.5 10 7 15 20.9 1.6 22.6 1.1 7 15 20.9 1.7 24 72.7 10 7 15 20.9 1.7 24 72.7 10 7 15 20.9 1.7 24 72.7 10 8 2 1.6 2.7 21.5 50 50.5 90 8 3 1.6 40.9 1.7 3 35.4 71 9 4 0.4 2.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Ane Job	089	36.5	260	25.0	153	63.5	201	48.0	99	41.0
1,018 54.7 663 63.8 71 29.5 192 16 0.9 14 1.3 2 0.8 0 17 20.6 6 27.3 4 57.1 1 18 38.2 6 27.3 1 14.3 0 2,303 41.6 4.9 60.9 2.0 77 14.5 884 38.4 60.2 44.4 120 22.6 134 884 38.4 60.2 44.4 120 22.6 134 88 2 24.7 39 30.2 4.4 12.1 18 82 24.7 39 30.2 4.4 12.1 18 82 24.7 39 30.2 4.1 9 5 15.2 14 82 38.1 6 40.8 65.8 35.4 71 715 255 35.7 70 21.5 50 50.5 90 83 11.6 40 65.8 35.4 7 1 1.0 84 0.4 2 0.4 11.5 49 59.7 72 85 24.7 39 3.7 70 86 0.8 11.6 6.8 6.4 0 0 0.0 87 21 38.9 11.7 49 59.7 72 88 2 22.8 22.0 6.9 1.7 10 89 4 0.4 2 0.4 11.8 89 80 0.0 0 0 0 0 0 80 0.0 0 0 0 0 80 0.0 0 0 0 0 80 0.0 0 0 0 0 80 0.0 0 0 0 80 0.0 0 0 0 80 0.0 0 0 0 80 0.0 0 0 80 0.0 0 0 80 0.0 0	Black	147	7.9	103	6.6	21	6.2	56	6.2	m	1.9
22 27.3 4 57.1 1 14.3 5 6 27.3 4 57.1 1 14.3 5 6 27.3 4 6 57.1 1 14.3 5 6 27.3 4 6 57.1 1 14.3 5 6 27.3 4 6 57.1 1 14.3 5 6 27.3 4 6.2 8.6 6 1.2 8.2 8.2 8.2 8.2 8.2 8.2 8.2 8.2 8.2 8	Hispanic	1,018	54.7	663	63.8	て、	29.5	192	8. S. G.	6 6	57.1
12 35.3 6 27.3 4 57.1 1 1 1 1 1 1 1 1 1	Other	97	.	4	?	4	•	•	•	•	;
12 35.3 6 27.3 4 57.1 1 1	in Hilitary	34		22	,	~	;	∢.	;	-	
2,303 1,356 5.7.3 1,14.3 0 0.0 1 1 4.5 0 0.0 1 1 4.5 0 0.0 1 1 4.5 0 0.0 1 1 4.5 0 0.0 0.0 1 1 4.5 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	Anglo	12	35.3	•	27.3	4	57.1	- •	25.0	- •	100.0
2,303 2,303 1,356 431 1,356 432 1,356 432 1,356 433 1,356 433 1,356 434 130 226 44,4 120 226 134 36 16 22 184 2 29 27,1 24 2 29 28,2 29 29 29 20 20 20 20 20 20 20 20 20 20 20 20 20	Black	`:	20.6	• •	2/2	- •	28.5	,	20.0	0	
2,303 1,356 420 431 431 431 432 432 431 432 432	sispanic Other	7	. e. e.	,	4.5	10	0.0	۱	25.0	•	0
960 41.6 431 31.8 326 61.2 155 423 18.4 298 22.0 77 14.5 33 884 38.4 602 44.4 120 22.6 134 36 1.6 25 1.8 9 1.7 0 78 36.3 35 27.1 24 72.7 10 82 38.1 36.9 35.2 4 12.1 8 83 11.6 40 12.3 50 50.5 90 715 325 35.7 7 0 21.5 50 50.5 90 83 11.6 40 12.3 13 13.1 24 984 22.2 61 11.5 49 59.7 72 984 22.2 61 11.5 49 59.7 72 984 22.2 61 11.5 49 59.7 72 984 22.2 61 11.5 49 59.7 72 984 22.2 61 12.3 33.3 36.6 178 984 22.3 61 27.1 4 63.8 36.6 178 984 33.3 37 4 60.5 86.4 30 36.6 178 984 33.3 10 27.1 4 83.3 4 11.8 11.8 11.8 11.8 11.8 11.8 11.8 11	rentne (RD	2,303		1,356		532		322		93	
Noncest	Anglo	960	41.6	431	31.8	326	61.2	155	48.1	84	51.6
Section	Black	423	18.4	298	22.0	11	14.5	88	10.3	SI :	16.1
215 1.6 25 1.8 9 1.7 0 Progress 215 1.6 25 1.8 9 1.7 0 Progress 215 36.3 35.7 24 72.7 10 S3 24.7 39 30.2 41.9 5 15.2 14 R2 38.1 5 41.9 5 15.2 14 18 R3 11.6 40 12.3 3 35.4 71 18 R3 11.6 40 12.3 3 35.4 71 14 R3 11.6 40 12.3 35.4 71 24	Hispanic	884	38.4	602	44.4	120	52.6	134	41.6	788	30.1
215 129 33 27.1 24 72.7 10 53 24.7 39 30.2 4 12.1 8 82 38.1 54 41.9 5 15.2 14 715 38.1 54 41.9 5 15.2 14 82 38.7 70 21.5 50 50.5 90 83 11.6 40 12.3 13.1 24 83 11.6 40 12.3 13.1 24 81 11.6 40 12.3 13.1 24 81 12.0 21.5 50.5 90 10 24 81 12.2 61 11.5 49 10 24 24 84 76.0 460 86.4 30 36.6 178 84 76.0 460 86.4 30 36.6 178 84 27.8 12 22.2	Other	98	9:1	ສ	8.	5 ^	1.7	9	0.0	7	7.7
78 36.3 35 27.1 24 72.7 10 53 24.7 39 30.2 4 12.1 8 2 0.9 1 0.8 0 0.0 1 715 35.7 70 21.5 50 50.5 90 83 11.6 40 12.3 13.1 24 83 11.6 40 12.3 13.1 24 81 12.6 0.8 1 0.4 1 1.0 24 81 12.2 61 11.5 49 59.7 71 82 22.2 61 11.5 49 59.7 72 84 76.0 460 86.4 30 36.6 178 84 76.0 460 86.4 30 36.6 178 85 36.4 36.6 178 86 37 6 7 86 37.8 2 66.7 7 88 37.8 2 66.7 7 86 37.8 2 66.7 7 86 38.3 4 4 33.3 4 86 38.3	ternetive Process	215		129		33		33		20	
53 24.7 39 30.2 4 12.1 8 2 0.9 1 0.8 0 0.0 1 715 35.7 70 21.5 50 50.5 90 83 11.6 40 12.3 13.1 24 83 11.6 40 12.3 13.1 24 84 21.5 50.5 90 187 84 53.2 1 0.4 1 1.0 2 14 1.4 6 11.5 49 1.7 3 3.7 2 14 1.4 9 1.7 3 3.7 7 14 1.4 9 1.7 3 3.7 7 14 1.4 9 1.7 3 3.7 7 14 1.4 9 1.7 3 3.7 7 2 0.4 0 0.0 0.0 0 0 2 2 0.4 0 0.0 0 0 15 27.8 15 40.5 2 66.7 1 18 33.3 4 40.5 2 66.7 1	Anglo	78	36.3	35	27.1	24	72.7	91	30.3	σ.	45.0
82 - 38.1 54 41.9 5 15.2 14 715 72 0.9 1 0.8 0 0.0 1 255 35.7 70 21.5 50 50.5 90 83 11.6 40 12.3 13.13 24 56 0.8 1 0.4 1 1.0 2 218 22.2 61 11.5 49 59.7 72 14 1.4 9 1.7 3 3.7 2 748 76.0 460 86.4 30 36.6 178 54 0.4 2 0.4 0 0.0 2 2 138.9 10 27.1 4 33.3 4 15 27.8 12 32.4 0 0.0 2 1	Black	23	24.7	39	30.2	4	12.1	&	24.2	7	0.9
715 255 35.7 70 813 11.6 82 11.6 984 218 22.2 6 11.5 984 22.2 61 11.5 98.4 98.4 98.4 98.4 98.4 98.4 98.4 98.4	Elspanic Other	, 8 7	38.1 0.9	54 1	41.9 0.8	w 0	0.0	<u>4</u>	3.1	, 0	0.0
255 35.7 70 21.5 50 50.5 90 10.1 11.6 40 12.3 13 13.1 24 13.1 13.1 13.1 24 13.1 13.1 13.1 13.1 13.1 13.1 13.1 13.		ř		300		9		187		104	
83 11.6 40 12.3 13 13.1 24 71 81 81 81 81 81 81 81 81 81 81 81 81 81	Your Day	(1) (1)	16.7	ğ	21.5	, S	50.5	9	48.1	45	43.3
371 51.9 214 65.8 35.4 71 6 0.8 1 0.4 1 1.0 2 218 22.2 61 11.5 82 254 218 22.2 61 11.5 49 59.7 72 14 1.4 9 1.7 3 3.7 7 748 76.0 460 86.4 30 36.6 178 4 0.4 2 0.4 0 0.0 2 54 37 37 6 7 15 27.8 10 27.1 4 33.3 4 18 33.3 15 40.5 2 66.7 1	Anglo	3 %	11.6	04	12.3	1	13.1	24	12.8	•	8.8
984 532 1 0.4 1 1.0 2 218 22.2 61 11.5 82 59.7 72 14 1.4 9 1.7 3 3.7 72 74 76.0 86.4 30 36.6 178 4 0.4 2 0.4 0 0.0 2 54 37 37 72 1 38.9 10 27.1 4 33.3 4 1 33.3 15 40.5 2 66.7 1	Historic	371	51.9	214	65.8	35	35.4	11	38.0	51	49.0
984 22.2 61 11.5 49 59.7 72 14 1.4 9 1.7 3 3.7 72 15 15 15 15 15 15 15 15 15 15 15 15 15	Other	•	9.0	-	4.0	-	1.0	7	1.1	7	.:
218 22.2 61 11.5 49 59.7 72 14 1.4 9 1.7 3 3.7 72 15 748 76.0 460 86.4 30 36.6 178 10 2 0.4 0 0.0 2 10 2 37	Part I	984		532		82		224		116	
1c 748 76.0 460 86.4 30 36.6 178 4 0.4 2 0.4 0 0.0 2 2 178 2 2 178 2 2 178 2 2 178 2 2 178 2 2 178 2 2 178 2 2 178 2 2 178 2 2 178 2 2 2 66.7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Anglo	218	22.2	61	11.5	49	59.7	72	28.3	36	31.0
1c 748 76.0 460 86.4 30 36.6 178 4 0.4 2 0.4 0 0.0 2	Black	14	1.4	Φ.	1.7	en ;	3.7	7	8.	0	0.0
54 0.4 2 0.4 0 0.0 2 54 38.9 10 27.1 4 33.3 4 15 27.8 12 32.4 0 0.0 2 18 33.3 15 40.5 2 66.7 1	Elspanic	748	76.0	460	86.4	<u>۾</u>	9.0	8/1	?	္ဆ ဇ	9
54 38.9 37 6 7 27.1 4 33.3 4 4 15 27.8 12 32.4 0 0.0 2 18 33.3 15 40.5 2 66.7 1	Other	4	4.0	7	9.	0	9.	7	0	•	3
21 38.9 10 27.1 4 33.3 4 15 27.8 12 32.4 0 0.0 2 18 33.3 15 40.5 2 66.7 1	cohol/Drugs	54		37		•		7	!	4	
15 27.8 12 32.4 0 0.0 2 18 33.3 15 40.5 2 66.7 1	Anglo	21	38.9	2	27.1	4	33.3	⋖	57.1	m ·	75.0
18 33.3 15 40.5 2 66.7 I	Black	ม	27.8	12	32.4	0	0.	. 2	28.6	<u>.</u>	2
	Hispanic	81	33.3	21	40.5	7	66.7	-	14.3	0	0.0

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Table 13, continued

	State		Central City	Caty	Suburban	rban	Adjacent	ent	Non-Adjacent	on-Adjacent
rement for Dropping Out	Rumber	ĸ	Rumber	ĸ	Rumber	ĸ	Rumber	×	Rumber	X
Calling Grades	1.163		439		278	1	316		21	
Anglo	526	45.2	144	32.8	165	59.3	154	49.0	63	47.7
Black	156	13.4	72	16.4	30	10.8	42	13.4	12	
Hispanic	468	40.2	217	49.4	77	27.7	117	37.3	57	43.2
Other	2	1.2	•	1.4	•	2.2	-	0.3	•	0.0
Poor Attendance	8.774		5.425		1.238		1.436		675	
Anelo	3,285	37.4	1,604	29.6	746	60.2	649	45.2	286	42.4
Black	1,645	18.7	1,128	20.8	200	16.2	194	13.5	123	18.
Hispanic	3,712	42.3	2,578	47.5	281	22.7	587	40.9	266	30
Other	132	1.6	115	2.1	11	6.0	•	4.0	•	0
semises Problem	ž		-		•		2		•	
Annia Clobe	5 -	14.1	1.	14.7	-	0.50	4	9	~ •	6.7
#100 M	10		1 0	0	• •		•		۰ د	,
Henendo	, 2	65.7	. 5		•	25.0	•		•	
Other	0	0.0	0	0.00	. 0	.0	• •	0.00	0	
,	901		700		71.		6		:	
	1,170	•	976	:	***	,	20		7 :	
Anglo	222	0.6	411	12.3	3:	92.0	e e	32.7	61 .	37.3
BIRCK	/07	0.4.0	24/	7.07	3 5	4.11	7 7	C177	4 6	
Other	42	200	24	9.5	; °		ì c		9 0	, ,
10110	i		i	2	•	2	•	3	•	•
Homeless	151		92		11		22		20	
Anglo	.	65.0	ង'	27.2	13	76.5	81	81.8	12	60.0
Black	, t	• •	`:	• •	۰ د	•	7 (0 (0.9
Hispanic	7); ;	8 (0.50	•	23.5	7	1.6	10	0.0
Other	7	1.3	7	7:7	0	0.0	0	0.0	0	0.
Expelled (Not for										
riminal Behavior)	629		390	;	125	;	98		16	
Anglo	198	41.5	92	23.0	D 6	55.2	31	31.6	•	37.5
District.	200	7.7	3,5	. Y	35	7 0	7 4	0.77	7 6	77.5
Other	, w	8.0	4		3 -	8.0	Po	0	• 0	
										}
TAAS/Too Low-Not Making	404		146		7		**		ç	
Man Contraction	101	₹0.4	40	11.6	.	9.55	2	28.8	3 -	4
Mine in	163	32.9	133	4	1	20.6	1 2	24.2	-	
Time and a	214	43.2	157	45.4	15	23.8	9	45.5	• :-	9
Other	17	3.5	91	4.6	0	0.0	; -	1.5	•	0
and the second	12,700		10,512		1, 153		603		433	
Anelo	3,409	26.8	2,282	21.7	727	63.9	248	8.1.8	774	7 66
	2,124	16.7	1.879	17.8	111	9.0	7	13.7	75	2 2
Hanenic	6.923	54.5	6,151	58.4	286	24.8	260	63.8	326	24.6
	1									



14: Inches and Percent of Students Propping Out of Subsol in Texas by Rasson for Dropping Out and Race/Phindelty, Percentaged Richin Iconomic Repions, 1993-96

	Petto	2	And Value	2 2	Borthwet	¥	Betroplez		Upper Last Texas	119	South Ter	1:	Oulf Court	Coest	Control forms	77.8	Boart	fers	West Texas	Terns	Upper Rio Orande	24
Student/Progress	Persber	-	ğ	-	į	- -	į	• •	į	-		-		-	į	-	I Ling	-	į	-	Method	
Low/Patiling Oradog Anglo Risch Risch Rispenie Other	23.1. 22. 32. 33. 35. 35. 36. 36. 36.	45.2 46.2 1.2	27440	32.1 60.4 0.0	22-2-	60% 4622	20 20 11 11	5	35 3 21	36.50 5.60 5.00 5.00 5.00	5221-	65.2 30.6 2.8 1.4	232552	15.2.2. 1.5.2.2.2.	2412	30. 31.5 3.5 3.6	24=2	3.8 6.8 6.0 6.0	ส ถ -ถ°	\$ 4 \$ 0 0 0 0 0	20020	90.00
Poor Attendence Ang to Mack Hepente Other	6,774 3,285 1,645 3,712 132	37.4 12.3 1.6	£ãx5.	34.1 37.2 1.1	\$683°	200 200 200 200 200 200 200 200 200 200	1,548 257 257 258 258	60.0 16.0 21.3	69 101 69 69	30.5 1.0 1.0	211 211 48 3	30.0 9.0 6.0 6.0	2,2 111 2,0 2,0 3,0 3,0 3,0 3,0 3,0 3,0 3,0 3,0 3,0 3	30.3 38.6 2.4	3838,	55.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.	23,1 58,2 58,1	5.1 1.1 1.4 4.0	2322	86.5 8.5 8.1 9.0	នួដឯង្គឹះ	F 4 8 1
Lenguege Troblen Ang to Ma ch Hispanie Orber	%2°8°	\$6.00 0.00 0.00		9000	••••	0000	N00N0	0000	94040		~00~o	00000	4-000	3.0.V.	~NON0	71. 28.0 0.0 0.0	@~ONO	40.50 60.00	m NO 110	50.0 50.0 50.0	W4040	50.00
Age Melo Mont Heperic Other	1,198 228 287 287 24 24	25.0 25.0 25.0 25.0	ಬಳಬ ಬಂ	2.0.4.0 2.0.7.0	82220	333° 666°	3242.	31.4 8.4 6.5	£88%0	34.7	, 60 m = 0	32.4 52.1 5.3 0.0	82222	2522 2522 253	25-70	3 4 % 0 0 0 0 0	2x251	12.0 5.2 6.5	0 ⊶0⊕0	1.0 8.0	220	*****
Emplose Argio 11st the Usperio	12 20 22 22 22 22 22 22 22 22 22 22 22 22	5.6 5.7 1.1	8 NO HO	7000	~ ~ ~	70.20 .00.00	22-4-	2,23,	5 5-00	****** ******		0000	2200-	25.6 2.6 3.6 6.6 6.6	5-040	60 60 0000	×~040	40.40	20400	37.50 0.0	N00N0	0.000
Expelled (Bot for Crimina) blurior) Auglo Mark Morate Other	65 85 85 85 85 85 85 85 85 85 85 85 85 85	20.0 47.7 6.0	24420	4440	***	2420 2420	22224	845.	822-0	88.88 8.1.0 0.0	#5 500	¥4.000	1224-	28.9 11.0 1.0	, 2228°	41.3 40.0 0.0	8000	69.69 6.09.00	24020	73.3 0.0 0.0	3~~%0	8.4.60
this for low-mor thicker Grade Loquirments Laylo Hist Histerie Other	212 122 142 143	5555 4655	57750	4440		2222	****	27. 20.2 1.1.2	おるひょっ	88.0 6.0 6.0 6.0 6.0	*====	7.1.7.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1	22223	10.5 17.0 12.1	··สกกลอ	888 8.85 8.60 8.00	2282-	12.5 69.6 69.6	52 m 25 0	22.2 26.7 0.0	~0~40	0.4.0
Unbrown Aug lo Histh Rispenie Other	12,700 3,409 2,124 6,923 244	26.7 26.7 2.0 2.0	22×24	**************************************	*2=%°	5.55 6.0 6.0	2,309 944 826 86	37.6 32.9 3.5	5555×	51.9 35.1 0.8	\$559 513 513 513	41.6 2.6 2.6	2,906 791 396 1429 96	27.2 20.5 3.3	1.25 26.55 24.	25.25. 1.1	25.53 25.25 25.25 7.1	11.4 63.3 0.6	242 242 45 373 4	36.4 36.3 36.2 6.3	1,197 125 36 1,031	10.4 3.0 86.1 0.5



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Table 15: Percent of Students Passing TAAS in Texas by Subject Area, Grade Level, Race/Ethnicity and Metropolitan Status, 1995-96

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
			<u>_</u>	<u> </u>	_	
			State			
Third Grade						
Reading	80.0	88.6	65.4	72.2	89.8	70.2
Math	76.0	84.8	59.4	68.4	85.8	63.8
Fourth Grade						
Reading	77.8	86.2	62.6	69.8	85.2	63.4
Math	77.6	86.2	59.8	71.0	87.2	54.4
Writing	85.8	90.6	76.4	82.0	90.0	66.6
Fifth Grade						
Reading	82.4	90.4	69.0	74.8	88.2	70.0
Math	78.2	87.0	58.0	71.8	89.0	64.8
Sixth Grade						
Reading	77.6	89.6	63.4	65.2	86.0	59.6
Math	77.0	87,6	60.0	67.0	87.2	57.6
Seventh Grade	•					
Reading	81.8	91.2	70.4	72.2	87.2	65.0
Math	70.4	83.8	49.8	57.8	84.4	44.8
Eighth Grade						
Reading	77.4	89.4	62.8	65.0	83.8	52.4
Math	67.8	81.8	46.4	54.4	83.8	38.6
Writing	75.8	86.8	64.2	63.8	83.4	43.6
Tenth Grade		•				
Reading	81.2	91.2	70.6	69.0	79.8	61.8
Math	65.4	78.2	44.2	52.2	79.0	40.6
Writing	85.2	93.0	76.0	76.0	82.4	61.2
		Metropo	litan Cen	tral City		
···						
Third Grade	70.0	00.4		70.0	00 1	
Reading	79.2	89.4	66.0	72.8	89.4	69.0
Math	75.2	85.6	60.2	69.2	87.8	61.8
Fourth Grade	77.0	. 7. <i>(</i>		70.0		57.0
Reading	77.2	87.4	63.4	70.8	87.4	57.8
Math Writing	76.8 86.0	86.6 91.8	60.4 77.4	71.6 82.8	89.6 92.8	48.0 64.2
Fifth Grade						
Reading	82.0	91.4	69.8	75.8	90.8	66.4
Math	77.6	88.2	58.6	72.6	91.4	60.4
-4G-UII	,,,,	00.2	20.0	12.0	/ L • T	JU • 7



Table 15, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade					_	
Reading	76.2	75.2	64.0	65.2	87.2	54.8
Math	75.2	88.0	60.0			
natn	13.2	88.0	60.0	66.8	88.8	54.6
Seventh Grade						
Reading	80.4	91.8	70.4	72.0	88.6	61.0
Math	67.8	84.4	49.2	56.8	85.8	39.6
Eighth Grade						
Reading	75.6	89.8	63.2	64.8	84.4	51.2
Math	65.4	82.4	46.4	53.8	84.4	37.6
	74.2	87.6				
Writing	.74.2	87.0	64.6	63.4	83.8	43.8
<u>Tenth Grade</u>						
Reading	79.8	91.8	71.8	69.0	80.6	57.2
Math	63.6	79.0	45.2	51.8	80.4	38.6
Writing	83.8	93.4	76.2	75.6	84.0	60.0
		Matro	politan Su	thumbon		
		Hecroj	porream be	ibut bati		
Third Grade						
Reading	84.8	88.6	68.6	73.4	92.8	86.0
Math	80.4	84.6	61.0	68.6	88.8	77.0
Fourth Grade						
Reading	81.6	86.0	64.2	68.2	88.4	81.6
Math	81.2	85.8	60.8	68.6	88.6	63.4
Writing	87.2	90.0	75.6	79.4	91.0	76.2
writing	07.2	90.0	73.0	79.4	91.0	76.2
Fifth Grade						
Reading	86.0	89.8	70.4	74.2	90.6	84.0
Math	81.0	85.6	58.4	69.0	91.2	72.8
Sixth Grade						
Reading	84.2	89.4	65.8	68.2	92.4	71.4
Math	82.2	87.2	60.8	68.6	91.4	64.8
Seventh Grade						;
Reading	86.6	90.6	72.2	75.2	91.4	79.4
Math	77.4	83.6	52.2	60.4	89.0	62.6
matn	//.4	03.0	32.2	60.4	69.0	02.0
Eighth Grade						
Reading	83.6	89.0	65.2	67.2	90.4	69.6
Math	74.8	81.2	49.0	57.0	89.8	47.4
Writing	81.0	86.0	65.6	65.0	89.8	55.0
Tenth Grade						
		01.0	70 /	70.0		-1 -
Reading	86.4	91.0	/0.4	12.2	8/.6	/1.6
Reading Math	86.4 70.8	91.0 76.8	70.4 43.6	72.2 52.6	87.6 86.0	71.6 47.0



Table 15, continued

Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
	Non-Meta	ropolitan	Adjacent		
77.6	85.8	59.4	68.8	83.2	61.6
73.6	82.4	53.0	64.4	42.4	63.0
75.4	83.4	56.0	66.4	37.2	71.4
77.6	85.2				75.0
83.6	87.4	73.0	79.8	41.6	68.8
80.4	88.2	62.2	71.0	38.8	73.0
77.4	85.4	53.2	69.6	43.4	78.8
76.0	87.2	56 4	61.9	34 6	67.2
7.6	86.8	59.0	66.6	36.4	65.8
92 0	00.0	<i>(</i> 7 0	71.0	,, ,	<i>(</i>
					65.0
12.4	02.0	49.8	59.8	36.6	52.4
					45.4
				42.0	37.0
76.4	85.4	60.8	64.4	44.4	34.6
81.4	90.2	63.2	68.2	34.8	73.0
67.2	7.8	39.2	54.0	30.0	42.8
86.4	92.6	72.4	77.6	34.2	58.6
N	lon-Metrop	olitan No	n-Adjacent		
79.2	86.6	55.8	71.2	88.8	63.6
76.4	83.4	50.8	69.6	54.2	42.8
76.6	85.0	51.8	66.8	37.6	87.6
77.6	85.4				87.6
83.4	88.6	62.8	79.0	37.6	87.6
80.8	88.4	61.2	70.6	49.2	77.0
00.0	00.4	UIIL	/ V • D	43 A C.	
	77.6 73.6 75.4 77.6 83.6 80.4 77.4 76.0 7.6 82.0 72.4 78.0 69.0 76.4 81.4 67.2 86.4	Non-Metro 77.6 85.8 73.6 82.4 75.4 83.4 77.6 85.2 83.6 87.4 80.4 88.2 77.4 85.4 76.0 87.2 7.6 86.8 82.0 90.0 72.4 82.6 78.0 88.2 69.0 80.2 76.4 85.4 81.4 90.2 76.4 85.4 81.4 90.2 76.6 85.4 81.4 90.2 77.6 85.4 81.4 90.2 85.4 81.4	Non-Metropolitan 77.6 85.8 59.4 73.6 82.4 53.0 75.4 83.4 56.0 77.6 85.2 56.6 83.6 87.4 73.0 80.4 88.2 62.2 77.4 85.4 53.2 76.0 87.2 56.4 7.6 86.8 59.0 82.0 90.0 67.8 72.4 82.6 49.8 78.0 88.2 57.8 69.0 80.2 42.8 76.4 85.4 60.8 81.4 90.2 63.2 67.2 7.8 39.2 86.4 92.6 72.4 Non-Metropolitan No. 79.2 86.6 55.8 76.4 83.4 50.8 76.6 85.0 51.8 77.6 85.4 49.8 83.4 88.6 62.8	Non-Metropolitan Adjacent 77.6 85.8 59.4 68.8 73.6 82.4 53.0 64.4 75.4 83.4 56.0 66.4 77.6 85.2 56.6 70.2 83.6 87.4 73.0 79.8 80.4 88.2 62.2 71.0 77.4 85.4 53.2 69.6 76.0 87.2 56.4 61.8 7.6 86.8 59.0 66.6 82.0 90.0 67.8 71.2 72.4 82.6 49.8 59.8 78.0 88.2 57.8 64.4 69.0 80.2 42.8 55.4 76.4 85.4 60.8 64.4 81.4 90.2 63.2 68.2 67.2 7.8 39.2 54.0 86.4 92.6 72.4 77.6 Non-Metropolitan Non-Adjacent 79.2 86.6 55.8 71.2 76.4 83.4 50.8 69.6 76.6 85.0 51.8 66.8 77.6 85.4 49.8 69.8 83.4 88.6 62.8 79.0	Non-Metropolitan Adjacent 77.6 85.8 59.4 68.8 83.2 73.6 82.4 53.0 64.4 42.4 75.4 83.4 56.0 66.4 37.2 77.6 85.2 56.6 70.2 39.0 83.6 87.4 73.0 79.8 41.6 80.4 88.2 62.2 71.0 38.8 77.4 85.4 53.2 69.6 43.4 76.0 87.2 56.4 61.8 34.6 7.6 86.8 59.0 66.6 36.4 82.0 90.0 67.8 71.2 40.4 72.4 82.6 49.8 59.8 36.6 78.0 88.2 57.8 64.4 41.8 69.0 80.2 42.8 55.4 42.0 76.4 85.4 60.8 64.4 44.4 81.4 90.2 63.2 68.2 34.8 67.2 7.8 39.2 54.0 30.0 76.4 85.4 60.8 64.4 44.4 81.4 90.2 63.2 68.2 34.8 67.2 7.8 39.2 54.0 30.0 86.4 92.6 72.4 77.6 34.2 Non-Metropolitan Non-Adjacent



Table 15, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	78.4	87.8	59.6	65.6	52.0	83.4
Math	79.8	87.8	60.0	70.0	55.6	50.0
Seventh Grade						
Reading	83.8	91.4	71.8	72.8	51.8	79.0
Math	74.6	84.6	53.2	61.6	51.2	40.0
Eighth Grade						
Reading	79.2	88.8	57.4	65.4	51.2	81.8
Math	72.0	82.2	46.6	57.4	45.6	55.6
Writing	78.0	86.6	63.0	64.8	50.0	62.6
Tenth Grade						
Reading	81.8	90.2	67.0	68.4	40.6	63.4
Math	66.4	77.2	39.6	51.0	26.6	42.0
Writing	87.2	93.0	76.0	78.2	40.0	70.4

Table 16: Percent of Students Passing TAAS in Texas by Subject Area, Grade Level, Race/Ethnicity and Economic Region, 1995-96

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
			State			
Third Grade						
Reading	80.0	88.6	65.4	72.2	89.8	70.2
Math	76.0	84.8	59.4	68.4	85.8	63.8
Fourth Grade						
Reading	77.8	86.2	62.6	69.8	85.2	63.4
Math	77.6	86.2	59.8	71.0	87.2	54.4
Writing	85.8	90.6	76.4	82.0	90.0	66.6
Fifth Grade						
Reading	82.4	90.4	69.0	74.8	88.2	70.0
Math	78.2	87.0	58.0	71.8	89.0	64.8
Sixth Grade						
Reading	77.6	89.6	63.4	65.2	86.0	59.6
Math	77.0	87.6	60.0	67.0	87.2	57.6
Seventh Grade					,	
Reading	81.8	91.2	70.4	72.2	87.2	65.0
Math	70.4	83.8	49.8	57.8	84.4	44.8
Eighth Grade						
Reading	77.4	89.4	62.8	65.0	83.8	52.4
Math	67.8	81.8	46.4	54.4	83.8	38.6
Writing	75.8	86.8	64.2	63.8	83.4	43.6
Tenth Grade						
Reading	81.2	91.2	70.6	69.0	79.8	61.8
Math	65.4	78.2	44.2	52.2	79.0	40.6
Writing	85.2	93.0	76.0	76.0	82.4	61.2
		1	High Plais	18		
Third Grade						
Reading	81.0	89.6	61.2	70.6	89.6	93.2
Math	77.2	86.4	57.8	65.8	76.4	93.4
Fourth Grade						
Reading	79.2	88.6	59.0	66.6	71.8	91.6
Math	80.2	88.6	58.6	69.8	73.4	84.6
Writing	86.6	92.2	71.6	80.0	78.0	57.2
Fifth Grade						
	84.4	92.4	67.2	73.6	86.2	92.8
Reading	81.4	89.4	62.0	71.2	83.8	76.8



Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	81.2	91.0	61.6	68.0	72.8	00 /
Math	82.6	90.4	62.4	72.8		83.4
****	02.0	30.4	02.4	12.6	78.6	66.6
Seventh Grade						
Reading	85.2	92.2	69.4	75.8	76.0	56.6
Math	75.4	85.0	49.2	63.2	73.2	39.2
Eighth Grade						
Reading	80.2	90.6	59.2	65.6	76.0	26.0
Math	73.0	84.2	41.0	59.0		36.2
Writing	79.0	87.8			80.0	30.6
WIICING	79.0	07.0	60.8	66.8	74.6	21.8
Tenth Grade						
Reading	84.4	92.2	65.6	72.4	73.4	73.6
Math	70.6	80.8	41.0	56.0	62.2	45.0
Writing	88.2	93.4	71.4	81.2	77.6	77.8
			Northwest	:		
Third Grade						
Reading	84.0	88.4	66.6	72.0	94.4	72.2
Math	81.0	85.0	63.4	71.2	81.8	55.6
Fourth Grade						
Reading	80.2	84.8	58.6	(0.0	71.0	
Math	82.8	87.2		69.0	71.8	71.4
			63.4	71.6	74.8	66.6
Writing	87.4	89.4	78.6	81.6	82.6	100.0
Fifth Grade						
Reading	84.6	88.6	71.6	72.4	71.2	80.0
Math	83.0	86.4	68.0	73.4	71.4	62.6
Sixth Grade						
Reading	83.6	88.6	68.2	67.6	79.4	00.0
Math	85.0	88.4	69.4	74.8	79.4 87.0	80.0 60.0
				7 4 7 3	07.0	
Seventh Grade						
Reading	88.6	91.8	76.0	79.4	76.0	66.6
Math	80.0	85.0	58.6	65.4	77.4	57.2
Eighth Grade						
Reading	84.2	88.6	65.8	70.2	80.2	60.0
Math	75.8	81.0	50.6	60.6		
Writing	83.0	87.0	69.6	70.0	74.8 53.6	40.0 33.4
Tenth Grade		. '				-
Reading	87.6	91.0	75.8	74.4	01 /	A7 /
Math	71.8	77.4	45.6		81.4	87.6
Writing	90.8	93.2	43.6 82.2	52.2 82.0	73.2 80.6	75.0 83.4



Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
			Metroplex	•		
Third Grade						
Reading	81.0	88.8	62.2	70.8	89.4	67.0
Math	76.2	84.4	56.2	65.4	87.0	53.0
Fourth Grade						
Reading	78.6	86.2	58.4	69.2	88.4	57.6
Math	77.6	85.6	55.2	69.4	89.6	46.2
Writing	85.8	90.4	72.8	81.2	92.6	60.2
Fifth Grade						
Reading	83.2	90.2	65.0	74.2	90.2	69.2
Math	78.4	86.6	54.0	70.4	91.0	56.6
Sixth Grade						
Reading	82.0	90.2	65.0	68.6	88.4	64.2
Math	80.2	87.8	62.2	68.6	89.2	62.8
Seventh Grade						
Reading	84.0	91.2	68.4	74.0	87.0	66.0
Math	73.4	84.0	48.8	58.8	83.8	40.6
Eighth Grade		i.				
Reading	80.4	89.2	61.4	66.6	86.0	57.8
Math	71.8	82.4	46.6	56.0	84.6	42.6
Writing	79.4	87.2	63.2	67.2	84.8	48.4
Tenth Grade						
Reading	84.2	91.8	72.0	67.2	82.0	57.4
Math	69.4	79.0	47.2	51.6	81.6	34.4
Writing	87.0	93.2	77.0	72.2	84.8	59.0
		Uppe	er East To	exas		
Made and Compade						
Third Grade Reading	90 0	06 0	<i>c</i> 1 0	71 /	25.2	
Math	80.0 75.4	86.2 82.4	61.8	71.4	85.2	58.4
•	73.4	02.4	54.4	66.8	67.8	68.0
Fourth Grade	77 (94 '4	FF 0	70.4		
Reading Math	77.6 78.8	84.4 85.2	55.0	72.6	74.8	74.0
Writing	84.8	85.2 89.0	57.6 71.4	75.8 80.2	75.8 77.8	65.2 75.0
Fifth Grade						
Reading	82.6	88.4	64.6	72 0	50 /	50 <i>t</i>
Math	77.6	84.6	54.0	73.8 71.0	59.6 60.2	58.4 58.4
		04.0	J4.U	/1.0	00.2	58.4



Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	79.4	87.0	58.6	63.0	55.4	60.0
Math	79.8	86.8	58.4	69.8	55.4	
Math	79.0	00.0	36.4	69.8	55.4	57.2
Seventh Grade						
Reading	84.8	89.6	72.0	73.0	63.8	77.2
Math	75.4	83.0	52.4	62.4	57.2	59.0
Eighth Grade						
Reading	81.0	87.6	61.2	66.0	56.2	63.6
Math	71.6	79.8	45.8	56.8	52.8	47.8
Writing	.80.0	85.4	64.2	64.0	57.2	88.8
WI I I I I I I I	.00.0	03.4	04.2	04.0	37.2	00.0
Tenth Grade	00.0	00.0			54.0	70 /
Reading	83.2	89.2	66.8	63.8	54.0	79.4
Math	68.6	77.0	40.8	53.6	50.0	47.0
Writing	88.2	92.8	77.8	67.8	55.4	76.4
		Soı	ıtheast Te	•XAS		
			_			
Third Grade						
Reading	77.8	84.8	61.8	72.6	83.4	75.8
Math	72.8	80.6	54.8	69.0	82.8	70.0
Fourth Grade					•	
Reading	75.6	83.6	57.0	71.0	59.8	72.8
Math	73.8	82.2	54.4	68.0	66.4	48.4
Writing	83.8	88.4	73.6	77.4	73.2	72.8
Fifth Grade						
Reading	81.2	87.6	65.4	75.4	73.0	76.4
Math	74.4	82.4	53.6	70.2	84.8	70.4
Macu	/ 4 • 4	02.4	JJ • 0.	70.2	04.0	70.0
Sixth Grade	7	04.0				
Reading	74.6	84.8	53.0	59.8	73.4	76.4
Math	73.0	82.4	51.8	63.0	80.2	70.6
Seventh Grade						:
Reading	82.4	89.4	66.4	72.6	74.0	76.4
Math	69.8	79.6	46.0	60.4	70.6	47.0
Eighth Grade						•
Reading	78.2	86.2	60.0	64.4	61.6	57.2
Math	66.8	75.8	44.8	52.6	72.0	50.0
Writing	76.2	82.6	63.0	60.4	69.2	37.6
Tenth Grade				,		
Reading	81.0	88.2	65.2	68.8	72.2	46.4
Math	63.0	73.0	38.6	53.4	70.4	35.8



Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
			Gulf Coas	t		
Third Grade						•
Reading	82.6	90.2	70.0	76.0	91.4	70.0
Math	79.2	87.2	65.6	72.4	91.4	69.0
Fourth Grade						
Reading	81.6	88.2	70.0	75.4	90.6	62.0
Math	81.0	88.2	66.6	75.8	93.2	61.2
Writing	89.2	93.0	82.6	85.4	94.8	69.8
Fifth Grade				•		
Reading	85.4	91.8	74.8	79.4	92.8	60.0
Math	80.8	88.6	64.0	75.8	94.0	60.2
Sixth Grade						
Reading	78.2	90.2	65.6	64.2	89.0	48.6
Math	77.0	88.2	61.2	66.0	90.8	51.8
Seventh Grade						
Reading	82.0	91.4	72.2	71.0	90.8	66.6
Math	70.4	84.6	50.6	55.8	89.2	52.8
Eighth Grade						
Reading	77.8	89.8	64.8	63.8	87.0	48.2
Math	68.0	82.4	47.4	53.6	88.2	39.2
Writing	75.8	87.0	66.0	60.4	86.6	39.8
Tenth Grade						
Reading	81.0	91.2	71.4	66.6	83.6	58.6
Math	65.6	78.4	45.8	49.8	85.4	43.6
Writing	84.2	92.8	75.8	71.6	86.8	57.6
		C	entral Te	Cas		
Third Grade						
Reading	80.2	87.8	64.0	69.6	89.0	81.0
Math	74.8	83.8	54.8	62.8	82.2	64.2
Fourth Grade						
Reading	76.8	85.0	60.2	64.2	84.2	85.8
Math	76.0	84.6	56.2	64.4	83.8	75.0
Writing	83.8	88.6	72.6	77.0	89.4	69.2
Fifth Grade						
Reading	82.4	89.8	66.2	70.6	86.0	71.4
Math	78.2	87.2	54.8	66.4	86.0	71.4



Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	79.2	89.4	59.4	63.6	87.0	66.6
Math	77.0	87.2	55.2	62.4	86.0	61.8
Seventh Grade						
Reading	83.6	91.6	68.4	71.2	87.6	75.0
Math	72.6	84.4	48.0	54.8	83.8	60.0
Eighth Grade						
Reading	79.6	90.0	60.4	61.6	84.0	56.0
Math	69.9	82.0	43.2	50.2	84.0	32.2
Writing	78.0	87.8	61.0	60.0	83.6	42.8
Tenth Grade						
Reading	84.2	91.8	68.4	69.6	71.8	59.6
Math	66.8	77.8	36.8	49.0	67.8	50.8
Writing	86.8	93.0	73.8	76.0	74.0	56.6
			South Texa	18		
Whind Condo			-			
Third Grade	76 (07.0	<i>(</i>	71.0		45.4
Reading	75.6	87.8	65.0	71.2	88.2	67.8
Math	72.2	84.0	56.4	68.4	67.2	63.0
Fourth Grade	70 /	25.2		44.		
Reading	73.4	85.8	63.0	69.0	67.2	59.0
Math	74.2	85.6	58.4	70.4	69.0	46.6
Writing	83.8	89.4	76.0	82.0	71.4	68.0
Fifth Grade		22.2		-		
Reading	78.6	90.8	69.4	74.2	73.4	69.0
Math	75.4	87.4	57.0	71.6	70.6	67.4
Sixth Grade	70.6	00.0			70.4	
Reading Math	70.6 71.0	89.8 87.4	64.4 57.0	63.4 65.4	75.6 74.2	56.6 50.8
			2			:
Seventh Grade	00.6	01.6		7		
Reading	83.6	91.6	68.4	71.2	81.2	50.0
Math	72.6	84.4	48.0	54.8	77.4	36.4
Eighth Grade	70 /	90.0	(0.1	-1 -	70 0	46.5
Reading	79.6		60.4	61.6	75.0	46.2
Math	69.6	82.0	43.2	50.2	71.8	28.6
Writing	78.0	87.8	61.0	60.0	77.8	35.8
Tenth Grade	76.6	92.2	71. 6	70.0	(7)	71 /
Reading	76.6		74.6	70.0	67.4	71.6
Math	60.0	79.0	45.6	52.8 78.0	58.0	38.6
Writing	82.4	93.4	77.8	78.0	66.8	64.2



Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
			West Texa	8		
Third Grade			•			
Reading	78.8	88.8	64.0	70.0	89.0	55.6
Math	75.4	85.4	59.0	66.6	77.2	50.0
Fourth Grade						
Reading	75.6	85.8	59.2	66.4	73.8	57.2
Math	78.6	87.4	59.0	71.4	69.8	64.2
Writing	84.4	89.8	71.2	80.0	78.2	60.0
Fifth Grade						
Reading	79.4	89.6	64.6	70.2	82.0	66.6
Math	77.4	87.6	50.8	69.2	83.6	83.4
Sixth Grade						
Reading	77.4	89.0	64.8	66.4	73.2	50.0
Math	79.6	88.2	64.8	72.2	74.0	75.0
Seventh Grade						
Reading	80.6	90.6	68.6	71.2	74.6	100.0
Math	72.0	83.8	47.6	62.0	69.6	57.2
Eighth Grade						
Reading	75.0	87.6	60.6	63.6	59.8	50.0
Math	67.0	79.6	44.4	56.4	57.8	40.0
Writing	71.2	83.6	58.0	60.0	67.6	25.0
Tenth Grade						
Reading	78.2	90.0	68.2	65.6	75.6	68.2
Math	63.4	76.4	35.4	51.6	71.8	41.0
Writing	84.4	93.0	71.6	75.8	80.6	57.2
		Upp	er Rio Gr	ande		
Third Grade						
Reading	79.2	88.0	73.4	77.2	91.2	50.0
Math	75.8	84.2	65.4	74.0	79.8	63.6
Fourth Grade						
Reading	74.4	85.0	67.8	72.0	77.8	66.6
Math	74.2	82.8	61.6	72.6	78.8	58.4
Writing	83.8	87.8	79.0	83.0	84.6	85.8
Fifth Grade						
Reading	79.2	90.6	80.0	76.6	89.4	79.0
Math	74.2	84.4	62.2	72.4	81.6	84.2



Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	73.0	91.4	76.2	69.2	84.8	60.0
Math	73.2	86.8	64.2	70.8	81.6	60.0
Seventh Grade						•
Reading	80.0	92.4	84.8	77.4	86.6	66.6
. Math	65.2	82.6	61.6	61.8	77.0	16.6
Eighth Grade				-		
Reading	75.0	92.4	77.8	71.4	93.2	81.8
Math	63.4	80.8	56.2	60.0	80.8	50.0
Writing	73.2	88.0	78.2	70.0	87.6	71.4
Tenth Grade						
Reading	74.8	92.8	83.0	70.8	75.2	41.0
Math	57.8	78.6	48.6	53.8	66.0	23.8
Writing	80.8	93.6	80.4	78.2	81.4	59.0



	State	9	Central City	City	Suburban	ban	Non-Metro Adjacent	itro ent	Non-Metro Non-Adjacent	tro
Feriormance Rating	Number	*	Number	*	Number	*	Number	*	Number	H
Total	6,643	•	3,602		1,066		1,383		592	
Exemplary	394	6.5	230	4.9	82	7.7	57	4.1	25	4.2
Recognized	1,305	19.6	636	17.7	263	24.7	267	19.3	139	23.5
Acceptable	4,127	62.1	2,283	63.4	604	56.6	893	9.49	347	58.6
Low Performing	112	1.7	63	1.7	17	1.6	17	1.3	15	5.6
Pending	309	4.7	169	4.7	45	4.2	67	4.8	58	4.7
Not Rated	396	0.9	221	6.1	55	5.2	82	5.9	38	6.4

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	State	:	High Plains	4 5	Hort	Horthweet	Metroplex	plex	Upper Kast Texes	per Texas	Sout	Southeast	Oulf Coast	040t	Central Texae	7 4	South Texas	Texas	West	West Texas	Upper Rio Grande	epus.
Performance Rating	Rumber	*	Rumber X	"	Rumber X	H	Rumber Z	#	Mumber X	#	Number X	*	Rumber I	"	Rumber X	#	Rumber X	"	Rumber Z	H	Rumber	"
Total	6.643		434		346		1,435		467		294		1,201		631		1,307		309		219	
Trem!	398	5.9	ž	8.3	61	5.5	134	6.6	2	2.1	•	2.0	116	9.7	21	3.3	88	5.9	9	3.2	4	1.9
Property	1.305	19.6	111	25.6	16	26.3	313	21.8	104	22.3	*	18.4	238	19.8	117	18.5	195	14.9	8	16.2	32	14.6
Acceptable	4.127	62.1	246	56.6	180	52.0	857	59.7	304	65.0	192	65.3	706	58.7	402	63.7	896	9.89	188	8.09	156	71.2
Low Partoratue	711	1.7	•	•••	0	0:0	91	1.2	11	2.4	*	4.8	2	2.1	13	3.1	61	1.5	•	1.3	0	0.0
Pendine	608	4.7	77	5.1	2	5.5	\$6	3.9	13	2.8	7	7.7	62	5.2	23	4.3	67	5.1	21	4.9	21	9.6
Not Lated	968	6.0	ສ	3.5	37	10.7	23	4.1	ដ	5.4	21	7.1	*	4.5	\$	7.1	92	7.0	42	13.6	•	2.7

Table 18: Campus Performance Rating in Texas and by Economic Region, 1995-96

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Property Value	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
			:	State						
000	759 773		197,671	11.4	63.291	3.11	485.934	45.4	5.877	· -
41-4444444 660 000-660 000	757.615	20.2	365,660	21.1	102,718	19.2	273,460	19.9	15,777	16.4
410100014000 410 0001400	793, 455	21.2	425,342	24.4	117,571	22.0	236,288	17.2	14,254	14.8
4/0+000-499+999 6100 000-6130 000	878.636	2.5	386.987	22.3	192,555	35.9	268,202	19.5	30,890	32.2
4100,000-4123,555 6130.000 £ 046±	560, 131	15.0	361,389	20.8	59,437	11.1	110,020	8	29,285	30.5
	3,742,608		1,737,049		535,572	 	1,373,904	!	96,083	
			Metropo	Metropolitan Central	al City					
6,0 000	428.667	17.3	52,966	9.6	42.349	10.3	329,176	31.2	4,176	5.5
4T-44A1AAA	394.892	15.9	128,993	13.7	51,552	12.5	201,357	19.1	12,990	17.2
\$20,000-\$09,000 \$70,000-\$99,999	555,454	22.4	261,540	27.7	92,899	22.6	189,013	17.9	12,002	15.9
\$100,000-\$129,999	758,611	30.4	292,269	31.0	184,750	6.44	252,568	24.0	29,024	38.4
\$130,000 & over	347,968	14.0	208,022	22.0	40,086	9.7	82,510	7.8	17,350	23.0
	3,742,608		943,790		411,636		1,054,624		75,542	
	·		Metro	Metropolitan Suburban	urban					
61_669_000	45.632	7.6	30,407	7.1	3,955	7.2	11,010	11.0	260	1.6
\$50,000 - \$69,999	138,837	23.1	100,542	23.4	15,479	27.9	21,539	21.5	1,277	7.9
\$70,000-\$99,999	139,343	23.2	91,358	21.3	13,214	23.8	33,241	33.2	1,530	9.5
\$100,000-\$129,999	96,581	16.1	77,018	17.9	4,794	8.6	13,175	13.1	1,594	6.6
\$130,000 & over	181,095	30.0	130,284	30.3	18,041	32.5	21,287	21.2	11,483	71.1
	3,742,608		429,609	. •	55,483		100,252			
			Non-Met	Non-Metropolitan /	Adjacent					
000	107 573	Å1 &	78, 128	30.0	12,571	4.40	105,745	67.5	1,129	33.0
41-44A+44A	158 256	7 56	101,532	30.00	28,602	9.55	36.978	23.6	1,142	36.3
410,000-484444 410,000-688	66,022		49,038	8.81	6.468	12.6	8,085	2.5	431	12.0
4/0+000-4444444 6100 000-6130 000	21,188	4	16.073	6.2	2,666	2.5	2,195	4.1	254	7.6
\$100,000 \$100 \$100 \$100 \$100 \$100 \$100 \$	21,150	4	16.084	2.5	1,122	2.2	3,569		375	11.3
ATSO, OOO & OVER	3,742,608	}	260,855	;	51,429	:	156,572		3,331	
			Non-Metro	Non-Metropolitan Non-Adjacent	-Adjacent					
\$1-\$49.999	80,901	44.1	36,170	35.1	4,416	25.9	40,003	64.0	312	29.3
\$50,000-\$69,999	55,632	30.3	34,593	33.7	7,085	41.6	13,586	21.8	368	34.5
\$70,000-\$99,999	34,636	18.9	23,406	22.8	4,990	29.3	5,949	9.5	291	27.3
\$100.000-\$129.999	2,254	1.3	1,627	1.6	345	2.0	264	4.0	18	1.7
\$130,000 & over	9,918	5.4	6,999	8.9	188	1.2	2,654	4.3	77	7.2
,										

Table 20: Number and Percent of Students in Texas by Race/Ethnicity Within Categories of Total Property Value per Student and Economic Region, 1994-95

	Total	al	Anglo	lo	BL	Black	Hispanic	untc	8	Other
Property Value	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
				State						
				7	100 07	0	700 907	7 96	C 077	
\$1-\$49,999	152,113	20.1	17/06/1	77.4	167,50	0.11	400,000	† • • •	11010	T.0
\$50,000-\$69,999	757,615	20.2	365,660	21.1	102,718	19.2	273,460	19.9	15,777	16.4
670,000,600,000	793,455	21.2	425,342	24.4	117,571	22.0	236,288	17.2	14,254	14.8
\$100 000 \$100 dag	878,634	23.5	386,987	22.3	192,555	35.9	268,202	19.5	30,890	32.2
0100 000 C TOOL	560,131	15.0	361.389	20.8	59,437	11.1	110,020	8.0	29,285	30.5
7770,000 g 0ver 元章	3,742,608		1,737,049) . 	535,572	!	1,373,904	•	96,083	
			-	High Plains						
000	56.033	36.0	25.601	29.5	2,142	19.9	28.883	49.2	307	15.0
VI-V4V9 VV9	121 70	17.3	18,216	210	1,084	10.1	7.670	13.1	161	7.9
\$20,000-\$69,999	161,12	7.71	017401	7.						
\$70,000-\$99,999	73,708	46.5	42,525	0.64	7,526	0.0	72,086	3/.6	1,0,1	8.9/
\$100,000-\$129,999	39	0.0	38	0.0		0.0	-	0.0	0	0.0
\$130,000 & over	420	0.3	382	0.5	0	0.0	32	0.1	9	0.3
	158,231		86,762		10,752		58,672		2,045	
				NOTCHWEST						
\$1-\$49,999	24,938	23.5	17,960	23.4	1,030	14.1	5,843	28.1	105	7.7
\$50,000-\$69,999	54,704	51.5	38,981	50.8	3,538	48.2	11,507	55.3	678	6.64
\$70,000-\$99,999	23,699	22.3	17,084	22.3	2,722	37.2	3,356	16.1	537	39.5
\$100,000-\$129,999	2,831	2.7	2,655	3.5	38	0.5	86	o.s	40	2.9
\$130,000 £ over	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
· Z	106,172	•	76,680		7,328		20,804		1,360	
				Metroplex						
61_660.000	14.526	1.7	8.866	1.8	3,600	2.3	1,900	1.1	160	0.5
\$5.45.45.45.45.45.45.45.45.45.45.45.45.45	74.803	· •	56,539	11.2	7.764	6.4	9.892	5.5	809	1.9
410,000-400,000 610,000-600,000	204.206	23.3	114,323	22.6	38,797	24.6	46.224	25.8	4.862	14.8
4101000-433434	388. 621	4.44	181.566	35.8	91,169	57.7	101,097	56.2	14,789	45.0
\$100,000-\$129,999	100,000	200	166.693	28.6	16.598	10.5	20,379	11.4	12,390	37.8
\$130,000 & GVer	876.016	1.77	505,787		157,928		179,492		32,809	· .
							•		•	

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	Total	al	Anglo	9	817	Black	Hispanic	ıntc	ខ	Other
Property Value	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
			đđ	Upper East Texas	ta e					
		•		•		•		:	0	•
\$1-\$49,999	22,869	12.1	16,01	12.8	3,785	7.6	2,133	15.1	900	1.57
\$50,000-\$69,999	74,842	39.6	52,439	40.5	15,688	38.0	6,295	38.3	420	27.1
670 000-600 000	43.664	33.7	43.487	33.6	15,158	36.7	4,501	27.4	518	33.4
\$/U1000=4331333	000	12.	12 040		6.276	15.0	3,311	20.1	195	12.6
\$100,000-\$129,999	67/177	1.21	646671	?	•	1	4476			
\$130,000 & over N=	4,692 188,796	2.5	4,071 129,517	3.I	382 41,287	, ,	16,442	1:1	1,550	χ. Υ
		٠	S	Southeast Texas	•					
					;			•		
\$1-\$49,999	43,038	31.2	24,909	28.6	13,071	34.1	3,888	8.04	1,170	47.1
\$50,000-\$69,999	34,587	25.2	26,294	30.2	5,982	15.6	1,984	20.8	327	13.2
640,000-899,999	56,366	41.0	33,398	38.2	. 18,423	48.1	3,573	37.4	972	39.5
\$100 000 \$100 000	978	0.7	768	0.0	. 188	0.5	22	0.5	•	0.0
120 000 C CHOT	2.579	1.9	1.843	2.1	649	1.7	75	9.0	12	0.5
4130,000 g 0061 N=	137,548) !	87,212		38,313		9,542		2,481	
				Gulf Coast						
	90 106	10.3	33.862	4.8	31,830	16.8	24,390	9.1	2.044	5.2
VI-444-144	22,120	20.00	28,561	22.1	37,670	10.0	67,913	25.2	10.028	25.4
\$50,000-\$69,999	204,132	۷.	27,500	1,77	377		22,401	. «	2,563	V
\$70,000-\$99,999	710,44	70.7	77100	7 1	07 477	7 7	197 765	2 2 2	12,769	, o
\$100,000-\$129,999	3/3,111	4.14	144,170	V. C.	77, 42,	1	C0/1/21	•	10,140	
\$130,000 & over N=	135,578 898,984	15.1	77,132 401,312	19:2	20,6/2 189,045	ń. 0	269,164	r.	39,463	1.07
			ŭ	Central Texas	•					
000 073 13	9.804		4.926	2.6	2,624	5.2	2,237	2.8	17	0.2
41-44-4-4-4-4-4-4-4-4-4-4-4-4-4-4-4-4-4	85,902		45.991	24.5	19,343	37.9	18,473	23.2	2,095	27.8
470,000-460,000 410,000,600,000	65,190	20.0	38.576	20.6	9,118	17.9	16,997	21.4	499	9.9
4/01/000=4/3/1/3/3/ 6100 000-6190-000	18,936	8.5	12,160	6.5	3,079	6.0	2,952	3.7	745	6.6
\$100,000-\$127,555 \$130-000 £ 000T	145,832	44.8	85,954	45.8	16,822	33.0	38,864	48.9	4,192	55.5
EN CONTOCTO	325,664		187,607		50,986		79,523		7,548	
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Table 20, continued

	Total	1	Anglo	9	BL	Black	Hispanic	nic	용	Other
Property Value	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
				Smith Texas						
			•	-						
61_669.999	393,860	51.2	34,952	19.1	2,877	10.0	354,929	64.4	1,102	17.3
000 000 000 000 000 000 000 000 000 00	123,705	16.1	25,177	13.8	9,271	32.1	88,392	16.1	865	13.6
430,000-4004 430,000 600 000	103,039	13.4	42,704	23.4	8,071	27.9	50,772	9.5	1,492	23.4
4/01-4331333 4100 000 4130 000	70,885	6	32,365	17.7	4,366	15.1	32,793	6.0	1,361	21.4
\$100,000-\$129,555	77,170	10.01	47,514	26.0	4,314	14.9	23,795	4.3	1,547	24.3
Also, coo e over	768,659		182,712		28,899		550, 681		6,367	
				West Texas						
000 074 14	74.089	58.0	28,713	49.7	2,261	35.1	42,561	68.1	554	50.3
000 000 000 000	10.369	- «	5.973	10.4	798	12.4	3.547	5.7	51	4.6
\$50,000-\$69,999	10,000	73.7	22.869	39.7	3,388	52.5	16,289	26.1	495	45.0
\$/0,000-\$99,999	146	,	121	0.2		0.0	42	0.1	-	
\$100,000-\$129,999		0	0	0.0	0	0.0	0	0.0	0	0.0
**************************************	127,663		57,676		6,447		62,439		1,101	
			đđ <u>n</u>	Upper Rio Grande	de					
	20,590	13,3	1,311	6.0		1.6	19,148	15.1	9	4.4
41-44444444444444444444444444444444444	67.420	43.5	7.509	34.5	1,580	34.5	57,787	42.4	244	40.0
000 000 000	66,525	43.0	12,769	58.6	2,922	63.6	50,089	39.4	745	54.8
000 000 000 000 000 000 000 000 000 00	340	0.2	195	6.0	14	0.3	121	0.1	10	8.0
\$100,000-\$129;	, 0	0	0	0.0	0	0.0	0		0	0.0
	154,875		21,784		4,587		127,145		1,359	

Table 20, continued

Table 21: Number and Percent of Administrative Staff, Support Staff, and Teachers in Schools in Texas by Race/Ethnicity and Metropolitan Status, 1995-96

The Sales of the

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	State	•	Central	CALY	Subur	ban	Non-Metro Adjacent	etro	Non-Metro Non-Adjacent	atro
School Staff	Number	×	Number 2	*	Number 2	×	Number	₩	Number	ĸ
Administrative Staff	15,636		9,306		2,595		2,661		1,074	
Anglo	11,348	72.6	5,845	62.8	2,329	89.8	2,234	83.9	940	87.5
Black	1,571	10.0	1,296	13.9	150	5.8	95	3.6	30	2.8
Right	2.634	16.9	2,105	22.6	107	4.1	322	12.1	100	9.4
Other	83	0.5	09	0.7	0	0.3	10	4.0	4	0.3
Sunnort Staff	30.869	·· .	21,539		4,721		3,319		1,290	
Anglo	22,754	73.7	14,601	67.8	4,328	91.7	2,712	81.7	1,113	86.3
Right	2.771	0.6	2,420	11.2	188	4.0	121	3.6	42	3.3
Hispanic	5,123	16.6	4,347	20.2	171	3.6	478	14.4	127	9.8
Other	221	0.7	171	9.0	34	0.7	€	0.3	€	9.0
Тевспета	240.529		153,904		39,017		33,932		13,676	
Anglo	183,041	76.1	106,755	69.4	35,543	91.1	28,739	84.7	12,004	87.8
Black	19,517	8.1	16,482	10.7	1,569	4.0	1,112	3.3	354	5.6
Hispanic	36,170	15.0	29,315	19.0	1,680	4.3	3,904	11.5	1,271	9.3
Other	1,801	8.0	1,352	6.0	225	9.0	177	0.5	47	0.3

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	feata	Plets.		Borthesst	Metroples	Opper Last Texas	Southeest Texas	Oulf Coast	ų Į	Control	ᇃ.	South Texas		West Texas	9	Upper Rio Orande	rande
chool Staff	i i	Medical	-	Temper 1	Redber 1	Pember 1	Resber 1	Persber	•	i i	-	ř	•	Pember K	۳ ا	Person	*
Administrative Staff	15,636	63	5.5	545 3.5	3,487 22.3	986 6.3	679 4.3	3,337	21.3	1,424	9.1	3,222	20.6	327	3.4	376	3.7
organ	11,346	33	7.0	323 4.6	2,742 24.1	881 7.8	362 5.0	2,439	21.4	1,169	10.5	1,543	9.5	404	3.6	272	2.4
Black	1,571	2	0:1	10 0.7	490 31.2	95 6.0	103 6.6	618	39.3	21	7.7	8	6.0	2	0:1	91	1:0
Mependa	2,634	7	3.	11 0.4	239 9.1	5 0.2	9 0.3	ŝ	9.7	=	4 .6	1,568	39.5	5	3.9	182	10.7
Other	83	•	9:0	1 1.2	16 19.5	\$ 6.0	5 6.0	ង	30.1	-	1:1	91	19.3	~	2.5	^	4:
Support Staff	30,869	1,235 4.0	9:	787 2.6	6,939 22.5	1,416 4.6	1,016 3.3	7,018	23.7	2,692		7,337	2.8	\$	3.2	1,415	4.6
organ	22,734	161,1	3.1	742 3.3	5,736 25.1	1,263 5.6	835 3.7	5,351	23.5	2,376	10.4	3,733	16.3	814	3.6	733	3.2
Mack	1,711	12	•	27 1.0	800 28.9	139 5.0	161 5.8	1,242	4.6	251	. .	162	9.9	23	9:	*	1.2
Elspenia	5,123	53	=	17 0.3	348 6.8	9 0.3	13 0.3	369	7.2	160	3.1	3,370	63.7	147	5.9	634	12.4
Other	221	•	2.7	1 0.6	75 33.9	6 2.7	7 3.2	×	23.3	2	9.0	22	14.5	•	1.6	#	6:3
lachera	240,529	11,346 4.7	1:1	7,910 3.3	34,045 22.5	13,197 5.5	9,297 3.9	34,911	22.8	21,617	1.6	49,906	7.02	8,264	3.4	9,836	;
Amg to	183,041	10,961	3.6	7,540 4.1	45,732 25.0	11,621 6.5	7,947 4.3	42,038	s.0	16,653	10.3	27,041	14.8	6,635	3.6	4,833	7.6
Black	19,517	160	•	133 0.7	5,517 28.3	1,176 6.0	1,145 5.9	8,547	63.8	1,159	9:0	1,236	;	197	?	ផ	:
Mepenie	36,170	576	1.6	203 0.6	2,798 6.4	134 0.4	143 0.4	3,637	10.6	1,657	;	12,12	28.7	1,379	3.6	4,672	12.9
Other	1,801	\$	2.1	34 1.9	478 26.5	46 2.6	62 3.4	489	27.2	31	8.3	378	21.0	3	2.4	7.	7

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### Series 15,107 6-3 10,820 5-9 1,396 7.1 2,655 7.3 236 44,299 22.0 44,981 26.8 2,409 20.8 11,390 11.2 659 44,299 22.0 44,981 18.8 2,409 20.8 11,390 11.2 659 45,212 18.0 34,490 18.9 3.9 3,400 11.7 18.2 20.8 45,222 18.0 34,490 18.9 3.9 3,400 11.7 1 16.2 272 240,529 100.0 183,039 100.0 19,517 100.0 36,171 100.0 1,802 4,186 27.0 27.4 6,284 5.9 1,484 21.2 9,200 17.1 100.0 1,802 4,186 27.0 27.4 10.0 10.0 1,462 100.0 29,115 100.0 1,322 4,400 6.4 2,182 6.1 8.4 4,603 27.7 9,702 10.4 2.8 2,440 6.4 2,182 27.3 11.7 100.0 29,115 100.0 1,322 2,440 6.4 4 2,182 6.1 8.4 2.9 2.9 11.2 100.0 1,322 1,5,70 100.0 106,773 10.0 2,703 11.3 10.0 1,322 2,114 6.2 1.720 6.0 1,770 100.0 1,370 100.0 1,400 2,114 6.2 1.720 6.0 1,370 100.0 1,112 100.0 1,403 2,114 6.2 1.720 6.0 1,470 100.0 1,404 4,522 17.3 10.0 2,40 10.0 1,411 100.0 1,402 11.4 11.2 100.0 1,403 2,114 6.2 1.720 6.0 1,470 100.0 1,404 4,522 17.3 10.0 2,40 10.0 1,411 100.0 1,404 4,522 17.3 17.3 17.3 17.3 17.4 17.3 17.4 17.3 17.4 17.4 17.4 17.4 17.4 17.4 17.4 17.4		Rumber		Rumber	*	Number	ĸ	Rumber	*	Rumber	*
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44,223 18.0 34,485 18.8 2,470 13.7 5,811 16.2 222 240,522 180.7 34,485 18.8 2,470 13.7 5,811 16.2 222 240,522 180.7 34,123 18.6 5,440 27.9 5,183 14.4 227 240,522 180.0 183,039 18.6 5,446 27.9 5,183 14.4 227 240,523 180.7 34,123 18.6 5,446 27.9 5,183 14.4 227 24,186 27.3 28,716 28.9 1,244 7.5 2,091 7.1 181 22,667 18.9 20,110 18.6 4,463 12.7 4,72 16.4 204 22,440 27.4 4,811 12. 9,22 16.4 2.4 19,770 27.4 9,782 18.6 4,463 12.7 4,100 14.1 214 10,770 27.4 9,782 18.6 4,463 12.7 4,100 14.1 214 10,770 27.4 9,782 18.6 4,463 12.7 4,100 14.1 214 10,770 18.4 16.7 18.6 18.7 18.7 18.7 18.7 18.7 18.7 18.7 18.7	1-5	64,999	27.0	48,981	26.8	4,059	20.8	11,300	31.2	629	36.6
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45,023 18.7 34,123 18.6 5,440 27.9 5,183 14.4 277 100.0 18,171 100.0 1,802 100.0 18,023 100.0 18,023 100.0 18,023 100.0 18,023 100.0 18,023 100.0 18,023 100.0 18,023 100.0 1,802 100.0 1,802 100.0 1,802 100.0 1,802 100.0 1,802 100.0 1,802 100.0 1,802 100.0 100.0 100.753 100.0 1,6,482 100.0 29,315 100.0 1,332 100.0 1,332 100.0 100.753 100.0 16,482 100.0 29,315 100.0 1,332 100.0 1,48 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,48 100.0 1,477 100.0 1,48 100.0 1,477 100.0 1,48 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,48 100.0 1,477 100.0 1,477 100.0 1,48 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,477 100.0 1,48 100.0 1,477	11-20	72,182	30.0	54,680	29.9	5,952	30.5	11, 192	30.9	358	19.8
240,529 100.0 183,039 100.0 19,517 100.0 36,171 100.0 1,802 41,920 6.4 6,264 5.9 1,244 7.5 2,091 7.1 181 41,921 17.2 20,222 13,495 12,7 4,792 13.6 204 22,538 17.9 20,222 13.6 3.9 13.49 12.7 4,792 13.6 204 22,538 17.9 20,222 100.0 16,792 100.0 16,482 100.0 29,315 100.0 1,352 23,657 18.9 20,110 10,792 100.0 16,792 100.0 1,532 24,40 6.4 2,182 6.1 100.0 16,792 100.0 1,492 100.0 1,352 24,10 6.4 2,182 6.1 10.0 2,315 100.0 29,315 100.0 1,352 25,10 6.7 27.4 9,762 2.5 315 20.1 546 100.0 1,352 25,11 6.2 2,546 18.7 354 22.7 186 11.1 33 25,017 100.0 35,542 18.2 100.0 1,560 100.0 22 25,114 6.2 1,720 6.0 50 4.5 13.2 186 11.1 29 25,10 10.0 28,724 18.2 117 13.2 13.6 11.1 29 25,10 10.0 28,724 18.2 117 1112 100.0 5,995 100.0 177 27,114 6.2 1,720 6.0 50 10.6 13.2 13.6 11.2 12.2 13.6 11.1 2.1 2.1 2.1 2.1 2.1 2.1 2.1 2.1 2.	20 +	45,023	18.7	34,123	18.6	5,440	27.9	5,183	14.4	277	15.4
9,780 6.4 6,264 5.9 1,244 7.5 2,091 7.1 181 41,985 27.3 26,716 26.9 3,495 21.2 9,250 31.6 504 27,53 21,716 26.9 3,495 21.2 9,250 31.6 504 27,53 21,72 20,722 19.0 2,249 11.7 9,702 11.6 504 24,545 11.7 9,722 11.6 5.0 11.8 4,603 12.7 9,042 10.0 24,84 29.5 11.7 9,042 10.0 106,735 100.0 16,482 100.0 29,315 100.0 1,324 10.0 1,322 100.0 106,735 100.0 16,482 100.0 29,315 100.0 1,324 10.0 1,324 10.0 1.0 1,322 10.0 1,324 10.0 1.0 1,322 10.0 1.0 1,322 10.0 1.0 1,322 10.0 1.0 1,322 10.0 1.0 1,322 10.0 1.0 1,322 10.0 1.0 1,322 10.0 1.0 1,322 10.0 1.0 1,322 10.0 1.0 1,322 10.0 1.0 1,324 10.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.	Total	240,529	100.0	183,039	100.0	115,917	100.0	36,171	100.0	1,802	100.0
9,780 6.4 6,264 5.9 1,244 7.5 2,991 7.1 181 27,538 17.9 20,292 12.6 9 12.7 9,250 11.6 504 27,538 17.9 20,292 12.6 9.2 12.7 9,422 16.4 504 27,538 17.9 20,292 12.0 12.7 9,422 16.4 504 27,538 17.9 10.0, 106,775 10.0 16,462 100.0 29,315 100.0 1,322 28,667 100.0 106,775 100.0 16,462 100.0 29,315 100.0 1,322 10,707 27.4 9,762 27.5 315 20.1 5.6 10.0 29,315 100.0 1,322 12,440 6.4 2,182 27.3 18.2 27.3 18.4 8.6 27 10,707 27.4 9,762 27.5 315 20.1 5.6 10.0 29,315 100.0 1,322 12,038 30.8 10,905 30.7 57.7 36.7 599 10.1 356 6,521 18.7 5,946 18.7 57.7 36.7 599 10.0 225 39,017 100.0 39,342 100.0 1,570 100.0 1,680 100.0 225 39,017 100.0 22,720 25.8 10.0 1,370 100.0 1,680 100.0 225 39,017 100.0 22,720 25.8 10.0 11,112 100.0 3,905 100.0 177 27,13 5.7 652 25.8 10.0 1,112 100.0 3,905 100.0 177 27,13 5.7 653 10.0 1,112 100.0 3,905 10.0 177 2,176 27.8 20.3 2,466 18.0 10.0 12,000 12					Metropol1	tan Central C	(c)				
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44,985 27.3 28,716 28.9 13.7 4,720 31.0 504 45,554 29.5 31.1373 28.4 4,891 29.7 4,702 18.0 504 45,554 29.5 311,373 29.4 4,891 29.7 4,100 14.1 13.12 2,440 6.4 20.110 18.6 46.0 10.0 29,115 100.0 1,332 1,0,707 27.4 9,162 20.110 18.8 mburban 1,0,707 27.4 9,162 27.5 315 20.1 546 12.5 84 1,0,707 27.4 9,162 27.5 315 20.1 546 11.5 84 1,0,707 27.4 9,162 27.5 315 20.1 546 11.5 84 1,0,707 27.4 9,162 10.0 1,570 100.0 1,680 100.0 225 2,114 6.2 1,720 6.0 5.4 19.0 11.5 100.0 1,680 100.0 225 2,114 6.2 1,720 25.8 177 13.2 14.1 1,129 20.9 60 5,992 17.7 5,240 18.2 177 18.1 14.1 14.1 14.9 24 5,992 17.7 5,240 18.2 177 18.1 14.1 14.1 14.1 14.1 14.1 14.1 14.1	₽	9,780	4.9	6,264	8.9	1,244	7.5	2,091	7.1	181	13.4
22,667 18.9 20,132 19.0 2,749 13.7 9,472 10.4 248 29,667 18.9 20,110 18.8 4,693 27.9 4,140 14.1 214 113,904 100.0 106,735 100.0 16,482 100.0 29,315 100.0 1,332 2,440 6.4 2,182 6.1 87 5.5 144 8.6 27 10,707 27.4 9,762 27.5 315 20.1 264 32.5 84 7,313 18.7 6,747 19.0 235 115.0 269 17.5 84 12,016 50.8 30.7 100.0 35,942 100.0 1,570 100.0 1,680 100.0 225 2,114 6.2 1,720 6.0 5 4.5 12.7 186 11.1 229 2,114 6.2 1,720 6.0 5 4.5 12.2 18.6 11.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1	1-5	41,965	27.3	28,716	26.9	3,495	21.2	9,250	31.6	504	37.3
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153,904 100.0 106,755 100.0 16,482 100.0 29,515 100.0 1,552 154,004 100.0 106,755 100.0 16,482 100.0 29,515 100.0 1,552 10,707 27.4 2,182 6.1 87 5.5 144 8.6 27 12,036 30.8 10,905 30.7 235 15.0 295 17.5 84 12,036 30.8 10,905 30.7 357 36.7 36.7 36.9 12,036 30.8 10,905 30.7 357 36.7 36.9 30.3 12,036 30.8 10,905 30.7 356 22.7 186 11.1 33 12,036 30.8 16.7 35,542 100.0 1,570 100.0 1,680 100.0 2,114 6.2 1,720 6.0 50 4.5 13.2 28.9 60 2,114 6.2 1,720 6.0 50 4.5 13.2 28.9 60 2,114 6.2 1,720 6.0 50 4.5 13.2 28.9 60 2,107 30.4 30.4 360 32.4 1,20 31.8 2,108 2.5 2.6 10.0 1,112 100.0 3,905 100.0 177 3,530 22.8 3,074 23.6 70 19.8 375 29.3 4,22 30.3 2,4 15 4.2 401 31.5 20 2,778 20.3 2,445 20.4 106 30.0 1,77 20 2,778 20.3 2,445 20.4 106 30.0 1,77 20 11,679 100.0 12,005 100.0 3,54 100.0 1,77 100.0 12,005 100.0 12,005 100.0 1,77 100.0 1,77 100.0 13,679 100.0 12,005 100.0 1,77 100.0 1,77 100.0 2,778 20.3 20.4 20.4 106 30.0 1,77 20 2,778 20.3 20.4 20.4 106 30.0 1,77 20 2,778 20.3 20.4 20.4 106.0 1,77 20 3,677 20.4	11-20	40,554	29.5	31,3/3	29.4	169	73.7	7,042	30.8	242	7. e v.
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2,440 6.4 2,182 6.1 87 5.5 144 8.6 27 10,707 27.4 9,762 27.5 182 20.1 546 32.5 84 7,113 18.7 10,707 27.4 9,762 27.5 18.7 20.1 546 32.5 17.5 11.5 18.7 17.5 11.5 10,905 30.7 5.7 36.7 509 30.3 45 12,901 10.0 35,542 100.0 1,570 100.0 1,680 100.0 225 11.5 5,942 10.7 100.0 1,570 100.0 1,680 100.0 225 11.7 5,992 17.7 5,992 17.7 5,992 17.7 5,40 18.2 17.2 17.2 17.2 17.2 17.2 17.2 17.2 17						•					
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1,313 18.7 6,747 19.0 235 15.0 225 17.5 36 1,036 30.8 10,905 30.7 35.7 36.7 36.3 45 1,036 30.8 10,905 30.7 35.7 36.7 36.9 30.3 45 1,031 16.0 35,542 100.0 1,570 100.0 1,680 100.0 225 2,114 6.2 1,720 6.0 50 4.5 321 8.2 225 2,770 25.9 7,429 25.8 179 16.1 1,129 28.9 60 2,992 17.7 5,240 18.2 147 13.2 581 14.9 24 10,370 30.6 8,724 18.2 147 13.2 1,240 31.8 44 6,660 19.6 5,624 19.6 376 33.8 634 16.2 26 19.6 5,624 19.6 376 33.8 634 16.2 26 35,933 100.0 28,739 100.0 1,112 100.0 5,905 100.0 177 773 5.7 653 5.4 15 4.2 100 7.9 5 2,778 25.8 3,677 30.6 124 35.0 401 31.5 20 2,778 20.3 2,445 20.4 100.0 1,272 100.0 48 13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48 13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48 3,670 12,005 100.0 354 100.0 1,272 100.0 48 3,677 100.0 12,005 100.0 354 100.0 1,272 100.0 3,677 100.0 12,005 100.0 354 100.0 1,272 100.0 3,677 100.0 354 100.0 1,272 100.0 3,677 100.0 354 100.0 1,000 48 3,677 100.0 354 100.0 1,000 48 3,677 100.0 354 100.0 1,000 48 3,677 100.0 354 100.0 1,000 48 3,677 100.0 354 100.0 1,000 48 3,677 100.0 354 100.0 1,000 48 3,677 100.0 354 100.0 1,000 1,000 48 3,677 100.0 354 100.0 1,000 1,000 48 3,677 100.0 354 100.0 1,000 1,000 1,000 48 3,677 100.0 1,000	. <u>5-1</u>	10,707	27.4	9,762	27.5	315	20.1	546	32.5	98	37.3
12,036 30.8 10,905 30.7 357 36.7 36.9 30.3 45 39,017 100.0 35,542 100.0 1,570 100.0 1,680 100.0 225 39,017 100.0 35,542 100.0 1,570 100.0 1,680 100.0 225 32,114 6.2 1,720 6.0 50 4.5 321 8.2 23 44 44 45,77 2,240 18.2 179 16.1 1,129 28.9 60 5,624 13.2 14.9 28.9 60 35,992 17.7 5,240 18.2 147 13.2 581 14.9 24 10,370 30.6 5,624 19.6 31.6 32.4 1,240 31.8 6.2 26 31.9	6- 10	7.313	18.7	6.747	19.0	235	15.0	295	17.5	8	16.0
6,521 16.7 5,946 16.7 15.6 22.7 186 11.1 33 99,017 100.0 35,542 100.0 1,570 100.0 1,680 100.0 225 2,114 6.2 1,720 6.0 50 4.5 32.1 8.2 28 8,797 25.9 7,429 25.8 179 16.1 1,129 28.9 60 5,992 17.7 5,240 18.2 147 13.2 581 14.9 24 10,570 30.6 8,726 19.6 37.4 16.2 28 5,992 17.7 5,673 100.0 1,112 100.0 3,905 100.0 177 773 5.7 653 5.4 19.6 11.112 100.0 3,905 100.0 177 773 5.7 653 5.4 19.6 15 4.2 100.0 3,905 100.0 177 773 5.7 653 5.4 19.6 12.4 15.8 35.0 401 31.5 20 2,778 20.3 2,445 20.4 106 12,000 1,272 100.0 48 13 2,778 20.3 2,445 20.4 100.0 1,272 100.0 48 1	11-20	12.036	30.8	10,905	30.7	577	36.7	209	30.3	45	20.0
2,114 6.2 1,720 6.0 50 4.5 321 8.2 23 5,992 17.7 5,240 18.2 147 13.2 581 14.9 24 10,370 30.6 19.6 5,660 19.6 5,660 19.6 5,660 19.6 5,660 19.6 5,660 19.6 5,660 19.6 5,624 19.6 30.4 360 32.4 1,240 31.8 44 16.2 26 5,993 100.0 28,739 100.0 1,112 100.0 3,905 100.0 177	20±	6.521	16.7	5,946	16.7	356	22.7	186	11.1	33	14.7
### Son-Metropolitam Adjacent 2,114 6.2 1,720 6.0 5.0 4.5 321 8.2 23 8,797 25.9 7,429 25.8 179 16.1 1,129 28.9 60 5,992 17.7 5,240 18.2 147 13.2 581 14.9 24 10,370 30.6 8,726 30.4 360 32.4 1,240 31.8 44 6,660 19.6 5,624 19.6 376 33.8 63.4 16.2 26 33,933 100.0 28,739 100.0 1,112 100.0 3,905 100.0 177 773 5.7 653 5.4 15 4.2 100.0 7.9 5 2,376 17.3 2,156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 124 35.0 401 31.5 20 2,778 20.3 2,445 20.4 100.0 1,272 100.0 48 13.6 13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48	Total	39,017	100.0	35,542	100.0	1,570	100.0	1,680	100.0	225	100.0
2.114 6.2 1,720 6.0 50 4.5 321 8.2 23 60 592 17.7 5,240 18.2 147 13.2 581 14.9 24.9 25.9 10,370 30.6 8,726 30.4 360 32.4 1,240 31.8 44 6,660 19.6 5,624 19.6 37.8 37.8 63.8 63.4 16.2 26.9 66.0 33.9 100.0 28,739 100.0 1,112 100.0 3,905 100.0 177							·				
2,114 6.2 1,720 6.0 50 4.5 321 6.2 23 6,797 25.9 7,429 25.8 179 16.1 1,129 28.9 60 5,992 17.7 5,240 18.2 147 13.2 581 14.9 24 10,370 30.6 8,726 30.4 360 32.4 1,240 31.8 44 10,370 19.6 8,726 30.4 360 32.4 1,240 31.8 44 2,593 100.0 28,739 100.0 1,112 100.0 3,905 100.0 177 773 5.7 653 5.4 15 4.2 100 7.9 5 2,376 17.3 2,156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 124 35.0 401 31.5 20.3 12,445 20.4 100.0 1,272 100.0 48 1					Non-Metro	politen Adjac	ant				
8,797 25.9 7,429 25.8 179 16.1 1,129 28.9 60 5,992 17.7 5,240 18.2 147 13.2 581 14.9 24 10,370 30.6 8,726 30.4 360 32.4 1,240 31.8 44 6,660 19.6 5,624 19.6 37.8 63.4 16.2 26 31.8 6,660 19.0 28,739 100.0 1,112 100.0 3,905 100.0 177 177 5.7 653 5.4 15 4.2 100.0 7.9 5 2,376 17.3 2.156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 12,445 20.4 106.0 1,272 100.0 48 13.5 20.4 12,005 100.0 35.4 100.0 1,272 100.0 48 1	;	411 6	•	130	•	5	Y . Y	101	6		
5,992 17.7 5,240 18.2 147 13.2 581 14.9 24 10,370 30.6 8,726 30.4 360 32.4 1,240 31.8 44 44 6,660 19.6 5,624 19.6 37.8 33.8 6.34 16.2 26 35,993 100.0 28,739 100.0 1,112 100.0 3,905 100.0 177 173 5.7 653 5.4 15 4.2 100 7.9 5 2,376 17.3 2,156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 12,445 20.4 100.0 1,272 100.0 12,005 100.0 354 100.0 1,272 100.0 48 13.6 100.0 12,005 100.0 355 100.0 1,272 100.0 48	7.	707	2.0	7.420	2 ° 5°	25	16.1	1,120	28.6	3 \$	20.00
10,370 30.6 8,726 30.4 360 32.4 1,240 31.8 44 6,660 19.6 5,624 19.6 376 33.8 634 16.2 26 33,933 100.0 28,739 100.0 1,112 100.0 3,905 100.0 177 773 5.7 653 5.4 15 4.2 100 7.9 5 2,376 17.3 2,156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 1245 35.0 401 31.5 20 2,778 20.3 2,445 20.4 106 30.0 1,272 100.0 48 1	£-10	5,992	7.71	5.240	18.2	147	13.2	281	14.9	24	13.6
6,660 19.6 5,624 19.6 376 33.8 634 16.2 26 33,933 100.0 28,739 100.0 1,112 100.0 5,905 100.0 177 773 5.7 653 5.4 15 15 100 7.9 5 2,376 17.3 2,156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 124 35.0 401 31.5 20 2,778 20.3 2,445 20.4 106 30.0 1,272 100.0 48 1	11=20	10.370	30.6	8,726	30.4	360	32.4	1.240	31.8	4	24.8
33,933 100.0 28,739 100.0 1,112 100.0 3,905 100.0 177 Ron-Metropolitan Non-Adjacent 773 5.7 653 5.4 15 4.2 100 7.9 5 2,376 17.3 2,156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 124 35.0 401 31.5 20 2,778 20.3 2,445 20.4 106 30.0 222 17.4 5 13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48	20+	6,660	19.6	5.624	19.6	376	33.8	634	16.2	56	14.7
Non-Metropolitan Non-Adjacent 173 5.7 653 5.4 15 4.2 100 7.9 5 5.350 25.8 3.074 25.6 70 19.8 375 29.5 11 2.376 17.3 2.156 18.0 39 11.0 174 13.7 7 4,222 30.9 3.67 30.6 124 35.0 401 31.5 20 2.778 20.4 2.445 20.4 106 30.0 2.22 17.4 5 13.679 100.0 12,005 100.0 354 100.0 1,272 100.0 48 1	Total	33,933	100.0	28,739	100.0	1,112	100.0	3,905	100.0	177	100.0
Non-Metropolitan Ron-Adjacent 15 100 7.9 5 5.4 15.2 100 7.9 5 5.4 5.4 5.4 5.4 5.4 5.4 5.4 5.5 5.4 5.6											
773 5.7 653 5.4 15 4.2 100 7.9 5 2,530 25.8 3,074 25.6 70 19.8 375 29.5 11 2,376 17.3 2,156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 124 35.0 401 31.5 20 2,778 20.3 2,445 20.4 106 30.0 222 17.4 5 - 13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48 1				Ĕ	on-Metropo	litan Non-Adj	tcent				
3,530 25.8 3,074 25.6 70 19.8 375 29.5 11 2,376 17.3 2,156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 124 35.0 401 31.5 20 2,778 20.3 2,445 20.4 106 30.0 222 17.4 5 - 13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48 1	۲	773	5.7	653	5.4	21	4.2	100	7.9	50	10.4
2,376 17.3 2,156 18.0 39 11.0 174 13.7 7 4,222 30.9 3,677 30.6 124 35.0 401 31.5 20 2,778 20.3 2,445 20.4 106 30.0 222 17.4 5 13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48		1,510	25.8	3.074	25.6	92	8.61	375	29.5	11	22.9
4,222 30.9 3,677 30.6 124 35.0 401 31.5 20 2,778 20.3 2,445 20.4 106 30.0 222 17.4 5 13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48	6-10	2.376	17.3	2,156	18.0	8	11.0	174	13.7	7	14.6
2,778 20.3 2,445 20.4 106 30.0 222 17.4 5 13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48	11-20	4.222	30.9	3.677	30.6	124	35.0	401	31.5	20	41.7
13,679 100.0 12,005 100.0 354 100.0 1,272 100.0 48	20+02	2,778	20.3	2.445	20.4	901	30.0	222	17.4	*1	10.4
	Total	13.679	100.0	12,005	100.0	354	100.0	1.272	100.0	84	100.0
										:	



Table 23: Number and Percent of Elementary and Secondary Teachers in Texas by Tears of Experience, Race/Ethnicity and Metropolitan Status, 1995-96

The column The		Total	7	Anglo	9	Black	k k	Hispanic	pte	Other	Jer Jer		
Texas 1, 10, 10	Experience	Number	×	Number	*	Rumber		Rumber	*	Number	- 1		
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,					. Pr	• 5							
4,599 2.0 48,91 26.4 4,059 20.8 11,100 11.2 275 25.4 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5	₹	15,107	6.3	10,820	5.9	1,396	7.1	2,655	7.3	236	13.1		
4,000 100 100 100 100 100 100 100 100 100	1-5	64,999	27.0	48,981	26.8	4,059	20.8	11,300	31.2	659	36.6		
1,000 1,00	6-10	72, 182	18.0	54,430	70°0	5,952	10.5	11,192	707	7/7	19.1		
High Plates 5,000 5,6 5,000 5,100	11-20 >20 Total	45,023	18.7	34,123	18.6	5,440	27.9	5,183	14.4	277	15.4		
1,400 25.6 2,522 5.5 17 4.4 4.6 57.8 10.22 2,100 18.9 2,722 18.2 19.4 19.5 19.5 19.5 19.5 19.5 19.5 19.5 19.5					High 1	laine							
2,160 26 2,772 26 3 15 21 3 15 3 15 3 15 3 15 3 15 3 15 3	,	44	*	480	,	•	4	44	8,7	•	12.9		
2,188 19.1 2,023 19.2 20 18.3 99 17.2 4 8.2 2,188 19.1 2,088 19.6 46 20.7 46 7.8 9 17.2 4 8.2 11,345 19.1 2,088 19.6 46 20.7 46 9 17.2 4 8.2 11,372 24.9 19.6 19.6 24.8 9 6.8 20 9.9 1 8.6 1,473 24.8 19.1 1.8 2.0 19.1 1.8 20 11.3 11.3 11.3 11.3 11.3 11.3 11.3 11.	1-5 1-5	3,040	26.8	2,778	26.3	33,	21.9	211	36.6	2	32.6		
1,556 19.1 2,056 19.6 46 21.7 575 7.9 7.9 7.9 7.9 1,572 24.9 10.500 4.8 9 6.8 26.3 51 9.9 9.9 9.9 9.9 1,573 24.9 1.467 2.9 2.9 2.9 9.9 9.9 9.9 9.9 1,573 24.9 1.467 2.9 2.9 2.0 9.9 9.9 9.9 9.9 1,573 19.4 1.479 19.7 2.9 2.1 2.9 2.0 11.3 1.0 1,536 19.4 1.479 19.6 2.9 2.1 2.9 2.0 11.3 2.0 1,536 19.4 1.479 19.6 2.9 2.1 2.9 2.0 11.7 2.0 1,706 27.2 2.1 2.2 2.1 2.2 2.0 2.0 2.0 1,706 27.2 2.5 2.2 2.0 2.1 2.0 2.0 1,591 28.4 2.9 2.1 2.2 2.1 2.0 2.0 2,591 29.2 29.2 29.2 29.2 29.3 29.3 29.3 3,400 7.3 2.1 2.2 2.0 2.0 2.0 3,400 2.3 2.3 2.3 2.0 2.0 2.0 4,591 29.2 2.3 2.3 2.3 2.0 2.0 5,404 5,703 29.1 1.5 2.0 2.0 6,10 5.2 2.0 2.0 2.0 2.0 2.0 6,10 5.2 2.0 2.0 2.0 2.0 2.0 6,10 6.2 2.0 2.0 2.0 6,10 6.2 2.0 2.0 2.0 2.0 7,10 7,2 2.1 2.0 2.0 7,10 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,1 7,2 2.2	6-10	2,146	18.9	2,023	19.2	2 2	12.5	99 72	17.2	4 4	2 8.2		
## Secretaries ## Secretaries	21-20 >20	2,168	19.1	2,068	19.6	145	28.7	3	7.8		18.4		
1372 5.0 360 4.8 9 6.8 20 9.9 3 8.6 1,537 24.9 1,467 24.9 24.3 25.3 25.3 3.6 11.3 31.4 1,537 19.4 1,479 24.9 31.1 31.4 1,538 19.4 1,479 31.1 23 22.8 6.2 30.6 10 22.6 1,547 31.1 2,348 31.1 29 21.8 203 11.3 35 14.3 1,591 27.2 23.13 6.8 486 8.8 203 11.7 71 14.9 1,540 7.3 3,113 6.8 486 8.8 270 11.7 71 14.9 1,551 28.8 27.2 12.54 27.2 27.3 27.3 27.3 1,551 28.8 29.2 29.1 1,575 22.3 29.5 27.7 15.2 10,552 28.4 29.2 29.1 1,575 22.3 29.5 27.7 2,540 4.5 2.2 2.3 2.3 2.3 2.3 2.3 3,215 24.4 2.96 27.1 14.5 27.2 27.2 2,756 20.7 2.2 21.3 27.4 2.3 27.7 2.3 2,756 20.7 2.3 20.7 2.3 27.7 2.4 2.3 11,62 11,62 1.1 27.7 2.3 27.1 2,756 20.7 2.3 20.7 2.3 20.5 20.5 2,756 20.7 2.3 20.7 2.3 20.5 2,756 20.7 2.3 20.7 2.3 20.5 2,756 20.7 2.3 20.7 2.3 20.5 2,756 20.7 2.3 20.5 20.5 20.5 2,756 20.7 2.3 20.5 20.5 20.5 2,756 20.7 2.3 20.5 20.5 20.5 2,757 20.7 20.7 20.5 20.5 2,757 20.7 20.7 20.5 20.5 2,758 20.7 20.7 20.5 20.5 2,750 20.7 20.5 20.5 20.5 2,750 20.7 20.5 20.5 20.5 2,750 20.7 20.5 20.5 20.5 2,750 20.7 20.5 20.5 20.5 2,750 20.7 20.5 20.5 20.5 2,750 20.7 20.5 20.5 2,750 20.7 20.5 20.5 2,750 20.7	Total	11,345		10,560		091		9/6		ę.			
1,573 24.9 1.0 4.8 9 6.8 20 9.9 1 1 11.4 1,573 19.6 1,487 19.7 23 26.3 51 10.0 11 11.4 1,557 31.1 2,348 11.1 37 27.8 52 10.0 11 11.4 1,536 19.4 1,487 19.7 21.8 22 11.3 51 10.0 11 11.4 1,536 19.4 1,487 19.6 13.1 27.8 52 11.3 51 10.0 10 28.6 1,536 19.4 7,540 19.6 13.1 10.0 20.1 11.3 51 11.3 51 14.3 19.40 7.3 3,113 6.8 8.8 8.8 270 11.7 71 14.9 14,706 27.2 13,135 6.8 18.2 1,162 21.1 779 14.1 19,551 19.2 2.1 13,350 29.1 1,573 20.8 26.9 26.5 77 14.9 16,552 19.2 2.4 4.5 19.2 2.1 1,573 20.8 20.8 26.9 12.1 77 17 17 19,591 18.2 2.1 18.7 18.8 20.8 20.9 12.1 77 17 14.9 16,152 19.2 6.1 2.2 18.1 18.7 14.2 19.7 19.1 19.1 19.1 19.1 19.1 19.1 19.1					North	Test.							
1,575 24,9 1,866 24,8 35 26,3 61 30.0 11 31.4 1,553 19.6 1,866 24,8 31.7 27.8 56 10.0 11 31.4 1,554 19.4 1,479 19.6 2,18 27.8 52 10.0 11.3 14.4 1,536 19.4 1,479 19.6 27.2 12,384 27.3 17.1 14.9 14,706 27.2 12,384 2.5 14.2 14.8 2.8 20.8 17.1 14.9 14,706 27.2 12,384 2.5 14.2 14.8 2.8 20.8 17.1 14.9 15,591 28.4 13.32 29.1 1,502 21.1 783 34.1 177 37.2 15.1 10,552 19.2 8,406 18.4 1,588 28.8 2.79 12.1 77 16.2 10,552 19.2 8,406 18.4 1,588 28.8 2.79 12.1 77 16.2 2,597 18.2 2.2 18.1 11.4 14.8 12.3 12.3 14.1 9 19.1 2,797 18.2 2.2 18.1 11.4 14.8 12.3 14.1 9 19.1 11,598 20.7 2,118 19.4 2.8 28.6 29.6 29.1 15.4 9 19.1 11,598 20.7 2,118 19.4 2.8 28.6 29.6 29.6 29.1 17.7 2 3.2 2,431 26.4 2,445 19.5 29.5 29.6 29.6 29.6 29.1 17.7 14.9 2,451 27.3 14.4 2.8 29.6 29.1 17.7 17.7 14.9 19.1 11.7 17.7 2 3.2 2,451 26.4 2,445 19.5 29.5 29.6 29.6 29.1 17.7 17.7 14.9 2,451 27.4 4,458 18.2 29.3 29.6 29.6 29.1 17.7 17.7 17.7 17.7 17.7 17.7 17.7 1	7	392	. 8	360	8.4	•	8.9	20	6.6	•	9.		T
1,536 19.4 1,479 19.6 27.7 27.8 62 30.6 10 28.6 17.9 11.3 11.3 11.3 12.3 11.3 12.3 11.3 12.3 11.3 12.3 11.3 12.3 11.3 12.3 11.3 12.3 11.3 12.3 11.3 12.3 12	\$-1 5-1	1,973	24.9	1,866	24.8	S	26.3	5	30.0	' ='	31.4		'-3
1,516 19.4 1,479 19.6 29 21.8 23 11.3 5 14.3 1,940 7.3 3,113 6.8 486 8.8 270 11.7 71 14.9 1,506 27.2 12,584 27.5 1,162 22.1 783 34.1 177 37.2 16,532 19.2 8.40 18.4 1,588 28.8 279 12.1 77 16.2 16,532 19.2 8.40 18.4 1,588 28.8 279 12.1 77 16.2 2,404 4,5,733 18.2 5.6 4.8 13.9 7 7 14.9 2,971 18.2 2,218 18.7 14.2 18.7 19.6 19.1 2,972 18.2 2,244 2,296 25.1 18.7 19.6 19.1 2,973 18.2 2,244 2,296 25.1 18.7 19.6 19.1 2,974 21.2 1,198 19.6 34.2 34.2 37 24.1 9 19.1 11,198 11,29	6-10 11-20	2.457	31.1	1,48/	31.1	3 6	27.8	3/ 62	30.6	° 2	1/.1 28.6		8
### Patroplax 3,940 7.3 3,113 6.8 486 8.8 270 11.7 71 14.9 14,706 27.2 12,584 27.5 1.162 21.1 783 34.1 177 37.2 9,451 28.5 13.50 29.1 1.575 28.5 699 28.5 77 16.2 10,352 19.2 8,406 18.4 1.588 28.8 679 12.1 79 16.6 54,044 45,753 18.7 18.7 14.9 16.6 54,044 5.2 2.21 18.7 18.7 14.9 5,516 5.2 18.5 19.7 7 14.9 4,159 18.7 18.7 14.9 19.1 2,397 18.7 18.7 14.9 19.1 2,796 27.1 18.1 19.6 386 33.2 21 13.6 9 19.1 11,198 20.7 11,621 19.6 25.1 18.8 13.0 21 13.6 9 19.1 11,198 20.7 11,621 19.6 25.1 18.8 13.0 21 13.6 9 19.1 2,798 20.7 11,621 19.6 20.8 5.6 39.1 25 40.3 1,415 19.5 19.5 19.5 19.5 19.5 19.1 19.1 2,798 20.7 2,138 26.9 26.8 36.9 30.3 24.2 18.2 24.2 2,411 29.1 29.2 20.0 333 30.8 16.12 12.9 19.1	20	1,536	19.4	1,479	19.6	29	21.8	ន្ត	11.3	n ž	14.3		
Hetroplax 1,940 7.3 1,113 6.6 8.8 8.8 270 11.7 71 14.9 14,706 27.2 12,584 27.5 1,162 21.1 783 34.1 177 37.2 15,591 28.8 13,330 18.2 1,582 28.6 29.8 15.6 77 16.2 10,452 19.2 8,406 18.4 1,588 28.6 279 12.1 79 16.2 10,452 19.2 8,406 18.4 1,588 28.6 279 12.1 79 16.2 4,544 45,753 5,516 2.2,299 1.7 7 14.9 4,544 2,544 2,966 25.1 185 15.7 35 35.7 9 19.1 2,197 18.2 2,44 2,966 25.1 185 15.7 35 35.7 9 19.1 2,197 18.2 2,41 19.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1	1	:								:			
3,940 7.3 3,113 6.6 486 8.8 270 11.7 71 14,96 14,706 27.2 12,584 27.5 1,112 21.1 783 34.1 177 37.2 16,551 28.2 13,200 29.1 1,575 28.5 609 26.5 77 16.2 10,532 19.2 8,406 18.4 1,588 28.8 2.79 12.1 79 16.2 10,532 19.2 45,775 4,588 28.8 2.79 12.1 77 16.2 10,532 19.2 46.6 18.4 1,588 28.8 2.79 12.1 476 16.6 </td <td></td> <td></td> <td></td> <td></td> <td>Metro</td> <td>plex</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>					Metro	plex							
14,706 27.2 12,84 27.5 1,162 21.1 783 34.1 177 37.2 15,591 28.6 18.2 1,595 12.8 59.9 12.1 77 15.2 15,591 28.6 13,330 29.1 1,575 28.5 69.9 26.5 77 16.2 10,552 19.2 8,406 10.4 1,586 28.6 279 12.1 79 16.6 54,044 45,753 29.1 1,586 28.6 279 12.1 79 16.6 54,044 45,753 45,753 4,88 28.6 27.9 12.1 79 16.6 54,044 45,753 45,88 28.6 27.9 12.1 79 16.6 54,044 45,753 45,88 28.6 4.8 15.9 47 5,156 5.2 5.2 5.4 5.2 5.4 5.5 5.7 7 14.9 5,215 24.4 2,966 25.1 18.7 14.5 19.1 5,197 18.2 2,318 19.4 40.5 34.0 34.1 9 19.1 5,198 20.7 2,318 19.6 1,176 3.3 2.1 13.6 47 15,198 20.7 2,318 26.3 20.6 39.1 2.5 40.3 1,627 17.5 1,458 18.3 28.4 30.3 30.3 30.3 30.3 1,627 17.5 1,593 20.0 353 30.8 16 11.2 12 19.4 19,44 29.5 23.5 20.6 35.3 30.8 16 11.2 12 19.4 19,44 29.5 29.5 39.8 30.3 30.8 16 11.2 12 19.4 19,45 19.5 19.5 20.6 35.3 20.6 39.1 20.5 20.5 19,47 20.2 2,53 20.6 35.3 30.8 30.3 30.3 30.3 30.8 30.3 30.3 30.3 30.3 30.8 30.3	₽.	3,940	7.3	3,113	9.9	486	8.8	270	11.7	11	14.9		
15,591 28.6 15,330 29.1 1,575 28.5 609 26.5 77 16.2 10,352 19.2 8,406 18.4 1,588 28.8 279 12.1 79 16.6 24,044	2-1 2-10	14,706	27.2	12,584	27.5	1, 162 705	21.1	783	34.1	771 75	37.2		
10,352 19.2 8,406 18.4 1,588 28.8 279 12.1 79 16.6 54,044 45,753 5,516 2,299 476 691 5.2 613 5.2 56 4.8 15 9.7 7 14.9 3,215 24.4 2,966 25.1 185 15.7 55 35.7 9 19.1 2,397 18.2 2,121 31.4 402 34.2 37 24.1 9 19.1 2,736 20.7 2,318 19.6 386 33.0 21 13.6 9 19.1 13,198 11,821 1,176 33.0 21 13.6 9 19.1 Southeast Texas 504 5.4 419 5.3 72 6.3 11 7.7 2 3.2 2,451 26.4 2,134 26.9 236 20.6 56 39.1 25 40.3 1,627 17.5 14.58 18.3 13.7 12.0 24.1 16.8 8 12.9 1,974 21.2 1,593 20.0 353 30.8 16 11.2 12 19.4	11-20	15,591	28.8	13,330	29.1	1,575	28.5	609	26.5	: 1:	16.2		
691 5.2 613 5.2 56 4.8 15 9.7 7 14.9 3,215 24.4 2,966 25.1 185 15.7 55 35.7 9 19.1 2,397 18.2 2.213 18.7 145 2.2 26 16.9 13 27.8 4,159 31.5 3,711 31.4 40.2 34.2 37 24.1 9 19.1 2,736 20.7 2,318 19.6 388 33.0 21 13.6 9 19.1 13,198 11,821 1,176 1,176 15.4 504 5.4 419 5.3 72 6.3 11 7.7 2 3.2 2,451 26.4 2,134 26.9 236 20.6 56 39.1 25 40.3 1,627 17.5 1,458 18.3 137 12.0 24 16.8 8 12.9 1,974 21.2 2,53 20.0 353 30.8 16 11.2 12 19.4	>20 Total	10,352 54,044	19.2	8,406 45,753	18.4	1,588 5,516	28.8	2,299	12.1	476 674	16.6		
691 5.2 613 5.2 56 4.8 15 9.7 7 14.9 2,397 18.2 2,213 18.7 145 12.3 26 16.9 19.1 2,397 18.2 2,213 18.7 145 12.3 26 16.9 13 27.8 4,159 31.5 3,711 31.4 402 34.2 37 24.1 9 19.1 2,736 20.7 2,318 19.6 386 33.0 21 13.6 9 19.1 13,198 31.5 3.71 1,176 3.4 47 19.1 13,198 11,821 1,176 3.4 47 19.1 13,198 3.4 419 5.3 7 6.3 19.1 8outhheast Texas 8outhheast Texas 17.7 2 3.2 2,451 26.4 2,134 26.9 20.6 56 39.1 25 40.3 1,627 17.5 14.58 18.3 13.7 12.0 24.2 12.2 12.2 12.2 2,74 21.2 1,593 20.0 353 30.3 16.1 11.2 12.2 1,974 21													
691 5.2 613 5.2 56 4.8 15 9.7 7 14.9 2,397 18.2 24.4 2,966 25.1 18.5 15.7 55 35.7 9 19.1 2,397 18.2 2.213 18.7 145 12.3 26 16.9 13.2 27.8 4,159 31.5 3.711 31.4 40.2 34.2 24.1 9 19.1 13,198 19.6 38 33.0 21 13.6 9 19.1 8outheast Texas 504 5.4 419 5.3 72 6.3 11 7.7 2 3.2 2,451 29.5 2.134 26.9 26.6 56 39.1 25 40.3 1,627 17.5 17.5 18.3 19.4 12.0 24 16.8 8 12.9 1,974 2.2. 1,593 20.0 353 30.8 16 11.2 12 19.4					Оррет Ба							•	
3,215 24.4 2,966 22.1 185 15.7 55 35.7 9 4,159 18.2 2,213 18.7 145 12.3 26 16.9 13 2,736 20.7 2,318 19.6 388 33.0 21 13.6 9 13,198 11,821 1,176 1,176 15.4 47 5,73 5.4 419 5.3 72 6.3 11 7.7 2 2,451 26.4 2,134 26.9 236 20.6 56 39.1 25 2,451 29.5 2,342 29.5 353 30.8 16 11.2 15 1,974 21.2 1,593 20.0 353 30.8 16 11.2	t	169	5.2	613	5.2	26	80 (21	9.7	~	14.9		(C)
4,159 31.5 3,711 31.4 402 34.2 37 24.1 9 2,736 20.7 2,318 19.6 388 33.0 21 13.6 9 13,198 11,821 1,176 13.0 154 47 Southeast Texas \$ 504 5.4 419 5.3 72 6.3 11 7.7 2 2,451 26.4 2,134 26.9 236 20.6 56 39.1 25 2,451 29.5 2,342 29.5 348 30.3 36 25.2 15 1,974 21.2 1,593 20.0 353 30.8 16 11.2 12	1-5 5-10	3,215 2,397	24.4 18.2	2,966 2,213	18.7	145 241	12.3	2 Y	35.7 16.9	, II	19.1 27.8		
2,/30 20.7 1,821 1.00 350 35.0 41 154 47 13,198 21,182 1.00 1.176 1.176 1.150 47 Southeast Texas 504 5.4 419 5.3 72 6.3 11 7.7 2 2,451 26.4 2,134 26.9 236 20.6 56 39.1 25 1,627 17.5 1,458 18.3 137 12.0 24 16.8 8 1,627 29.5 2,342 29.5 353 30.8 16 11.2 15 1,974 21.2 1,593 20.0 353 30.8 16 11.2 12	11-20	4,159	31.5	3,711	31.4	402	34.2	37	24.1	Φ.	19.1		
Southeast Texas 504 5.4 419 5.3 72 6.3 11 7.7 2 2,451 26.4 2,134 26.9 236 20.6 56 39.1 25 2,741 29.5 2,342 29.5 348 30.3 36 25.2 15 1,974 22 1,593 20.0 353 30.8 16 11.2 12	rotal	2,/38	7.07	11,821	9.61	1,176	9.66	154	9:51	4,4	1.61		
504 5.4 419 5.3 72 6.3 11 7.7 2 2,451 26.4 2,134 26.9 236 20.6 56 39.1 25 1,627 17.5 1,458 18.3 137 12.0 24 16.8 8 2,741 29.5 2,342 29.5 348 30.3 36 25.2 15 1,974 21.2 1,593 20.0 353 30.8 16 11.2 12					Southers	t Texas							
2,451 26.4 2,134 26.9 236 20.6 56 39.1 25 1,627 17.5 1,458 18.3 137 12.0 24 16.8 8 2,741 29.5 2,342 29.5 348 30.3 36 25.2 15 1,974 21.2 1,593 20.0 353 30.8 16 11.2 12	į	;	*	619		2	¥,4		7.7	•	1,0		
1,627 17.5 1,458 18.3 137 12.0 24 16.8 8 2,741 29.5 2,342 29.5 348 30.3 36 25.2 15 1,974 21.2 1,593 20.0 353 30.8 16 11.2 12	1-5 1-5	2,451	26.4	2,134	26.9	236	20.6	: %:	39.1	។ អ	40.3		
1,974 21,2 1,593 20.0 353 30.8 16 11,2 12	6-10	1,627	17.5	1,458	18.3	137	12.0	24	16.8 26.3	ھ ہ	12.9		
	11-20	2,741	29.5 21.2	1,593	20.0	9 F F	30.8	97	11.2	១ន	19.4		

90 11	101									
Experience	Rumber	*	Rumber	*	Number	*	Number	H	Runber	*
				Ou1	Gulf Coast					
	3 608	YY	2.488	6	818	7.2	828	11.1	72	14.7
	14.784	26.9	11,352	27.0	1.762	20.6	1.486	38.7	184	37.6
, =	10,065	18.3	8.091	19.2	1,258	14.7	647	16.9	9	14.1
-20	16.364	29.8	12,718	30.3	2,614	30.6	935	24.4	97	19.9
	10,092	18.4	7,388	17.6	2,297	26.9	340	8.9	67	13.7
Total	54,908		42,037		8,546		3,836		489	
				Centr	Central Texas					
	1.264	e;	1.090	6 0	9	5.2	66	0.9	14	4.6
	6.133	28.1	5,280	28.0	298	25.7	495	29.9	9	40.3
, =	3,935	18.0	3.472	18.4	157	13.5	282	17.0	24	16.1
	6.803	31.2	5,824	30.9	372	32.1	573	34.6	34	22.8
20	3,685	16.9	3,187	16.9	273	23.5	208	12.5	11	11.4
Total	21,819		18,853		1,160		1,657		149	
				Sout	South Texas					
	000	•	1.527	5.7	\$	6.2	1.296	6.1	3.5	14.3
•	13.591	27.2	7,032	26.0	233	18.9	6,191	29.1	135	35.8
91	8,753	17.5	5,141	19.0	170	13.7	3,388	15.9	\$	14.3
-20	15,400	30.9	7,928	29.3	428	34.6	896'9	32.8	%	20.2
>20 Total	9,230 49,903	18.5	27,039	20.0	1,236	28.6	3,408 21,251	10.1	377	4.
				West	West Texas		٠			
	200	6.0	352	5.3	20	10.7	125	9.1	m	7.0
8	2,232	27.0	1,706	25.6	42	22.5	471	34.1	ដ	30.2
91	1,488	18.0	1,269	19.1	53	12.3	189	13.7	^ :	16.3
11-20	2,468	29.9	2,010	30.2	4	25.1	398	28.9	י ב	30.2
	1,5/2	1.61	11,31,	19.0		4.67	1 2 20	7-61		10.3
TWT	607 10		****		è		61511		?	
				Upper R	Upper Rio Grande					
	644	6.5	275	5.7	2	7.8	346	7.4	m	4.1
•	2.872	29.2	1,281	26.5	71	27.6	1,490	31.9	30	40.5
01	1,798	18.3	096	19.9	32	12.4	792	17.0	14	18.9
11-20	2,846	28.9	1,359	28.1	77	30.0	1,397	29.9	11	17.6
	1,673	17.1	957	19.8	57	22.2	645	13.8	14	18.9

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Table 25: Average Teacher's Salary by Experience, Subject Area, and Race/Ethnicity, 1995-96

Experience by Subject Area	Anglo	Black	Hispanic	Other
		————	urabaurc	
<1 Years				
Business Education	\$22,089	\$25,031	\$23,486	N/A
Computer Science	19,862	22,086	19,122	\$24,412
English Language Arts	22,562	22,610	23,117	23,759
Fine Arts	23,313	22,774	22,282	22,588
Foreign Language	22,647	20,294	22,824	24,108
Mathematics	22,679	22,710	22,908	22,428
Not Applicable	22,185	22,338	20,608	24,429
Other	24,901	25,996	24,109	23,423
Physical Ed. & Health	22,377	22,721	22,549	21,318
Science	22,872	22,970	22,768	23,191
Self Contained	22,694	22,917	22,751	23,653
Social Studies	23,072	23,871	23,563	24,812
Special Education Vocational Education	22,284	22,856	22,306	23,855
Vocational Education	22,254	22,481	21,410	24,309
1-5 Years				
Business Education	\$24,125	\$24,807	\$25,553	\$22,822
Computer Science	24,744	25,032	25,055	23,776
English Language Arts	24,753	25,742	25,357	25,414
Fine Arts	25,253	26,152	25,738	26,064
Foreign Language	24,945	25,838	24,899	25,872
Mathematics	24,676	25,693	25,280	24,986
Not Applicable	24,602	24,713	25,133	24,746
Other	25,476	27,090	26,195	25,580
Physical Ed. & Health	24,779	25,341	25,411	25,157
Science	24,731	26,069	25,444	25,737
Self Contained	24,749	25,682	25,349	25,620
Social Studies	24,920	25,902	25,231	24,799
Special Education Vocational Education	24,791	25,865	25,521	25,119
Vocational Education	25,519	27,159	26,381	26,411
6-10 Years				
Business Education	\$29,146	\$29,819	\$31,265	\$27,110
Computer Science	29,574	29,634	31,484	30,872
English Language Arts	29,340	30,374	30,504	29,738
Fine Arts	29,734	30,223	30,761	29,766
Foreign Language	29,657	29,106	29,896	32,311
Mathematics	29,153	30,017	30,325	30,574
Not Applicable	29,607	29,942	30,198	31,163
Other	30,314	31,666	30,892	31,637
Physical Ed. & Health	29,446 20,303	30,059	31,091	28,347
Science Self Contained	29,393 29,274	30,505	30,560	30,492
Social Studies	29,274 29,505	30,611 20,760	30,430 30,488	30,088
Special Education	29,303 29,321	29,769 30,762	30,498 30,945	29,152
abaner namereran	239321	JU , / UZ	JU 9 74J	29,653



Table 25, continued

Experience by Subject Area	Anglo	Black	Hispanic	Other
11-20 Years				
Business Education	\$33,656	\$34,285	\$36,898	\$33,002
Computer Science	34,479	35,115	35,262	32,301
English Language Arts	34,427	35,513	36,389	34,652
Fine Arts	34,760	34,715	36,045	35,058
Foreign Language	34,600	35,680	35,319	34,081
Mathematics	34,304	35,294	35,718	35,968
Not Applicable	34,532	35,023	35,287	34,315
Other	35,276	37,136	35,784	37,024
Physical Ed. & Health	34,569	34,461	35,913	34,010
Science	34,387	35,395	35,709	35,660
Self Contained	34,115	35,214	35,352	34,169
Social Studies	34,495	35,165	35,436	34,421
Special Education	34,365	35,316	35,899	34,167
Vocational Education	35,827	37,081	36,213	35,144
>20 Years				
Business Education	\$37,991	\$41,626	\$36,838	n/A
Computer Science	39,517	41,849	39,585	\$39,005
English Language Arts	39,352	41,781	41,241	41,13
Fine Arts	40,075	40,841	40,973	40,439
Foreign Language	39,893	42,499	40,207	42,251
Mathematics	39,265	42,166	40,404	40,595
Not Applicable	40,200	43,013	41,094	39,343
Other	40,326	42,409	40,057	39,769
Physical Ed. & Health	39,928	41,286	41,056	39,618
Science	39,639	42,195	40,862	42,09
Self Contained	39,110	41,109	40,444	40,46
Social Studies	39,701	42,497	41,048	41,40
Special Education	39,445	40,751	41,073	40,391
Vocational Education	40,497	42,757	41,486	43,24



Table 26:	Number and Percent of Student Ethnic Group, 1995-96	Percent (mp, 1995-9	of Studente : 96	in Texas by	7 ACT*/SAT (Combined	Score, Race	e in Texas by ACT*/SAT Combined Score, Race/Ethnicity, with Mean and Median Scores Within:	with Mean	and Medi	an Scores W	ithin
	Total	ដ	Anglo	o ₁	Black	Š,	.H18]	Hispanic	Осћег	8 I	Ethnicity Not Reported	city
Score	Number	ĸ	Number	ĸ	Number	ĸ	Number	ĸ	Number	ĸ	Number	ĸ
007	6.6		,	0.0	22	0.2	25	0.1	4	0.0	9	0.1
0.400	33,096	24.1	11.076	13.8	7,106	49.5	11,487	39.5	2,739	20.2	1,588	38.3
931-020	41,154	29.1	22,591	28.2	4.480	31.2	9,387	32.2	3,737	27.5	959	23.2
061-1160	34,942	24.7	24,065	30.1	1,810	12.6	5,075	17.4	3,222	23.7	770	18.6
1141-1600	31,126	22.0	22,355	27.9	933	6.5	3,137	10.8	3,879	28.6	822	19.8
N=	141,282		80,094		14,351		29,111		13,581		4,145	
Mean Score	985		1,038		848		898		1,019		939	
BEGINN SCOTE					! !						i	
*ACT Test Scores are adjusted to SAT standard	es are adjust	ted to SAT	standard									

1,058

610 715 715 484 321 2,131

2,514 5,322 5,830 5,189 18,856

4,403 7,397 7,335 6,668 25,806

0-400 401-820 821-990 991-1140 1141-1600

1,038

1,021

Metropolitan

1,051

24.1 24.1 24.1 22.3

46 22,135 25,613 21,465 19,892 89,151

0-400 401-820 821-990 991-1140 1141-1600

290 158 101 105 654

286 286 313 190 141 931

1,614 1,002 1,002 268 3,360

2,192 3,423 3,229 12,406

29.0 29.0 17.2 17.2

5,013 5,196 4,076 2,971 17,269

0-400 401-820 821-990 991-1140 1141-1600

1,000

Non-Metropolitan

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Sthmicity Not Reported

Other

Hispanic

Number

Rumber

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Score

Anglo

Total

Metropolitan Central City

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Rumber

23.50.0

1,917 2,535 2,245 2,732 9,432

17 8,584 7,165 3,897 2,420 22,083

06

81 81 81 87 87 87

222.9

237 237 237 238 238

679 505 225 128 1,537

539 328 105 105 1,012

941 1,797 1,521 1,243 5,503

22.0 22.6 17.6

2,445 2,948 2,066 1,596 9,056

0-400 401-820 821-990 991-1140

to SAT Standard

adjusted

ATC

ACT Test Scores

Table 28: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Race/Ethnicity and Economic Regions, With Mesn and Median Scores Within Ethnic Groups, 1995-96

	Total		Anglo	9	314	Black	His	Hispanic	Other	 پ	Rot F	Ethnicity Not Reported
Score	Number	•	Runber	*	Number	*	Rumber	*	Rumber	*	Number	*
					High Plains	ğ						
700		0.0	0	0.0	0	0.0	7	0.5	0	0.0	•	0.0
401-820		22.9	763	16.6	140	57.4	392	43.0	62	18.9	92	36.5
821-990		29.9	1,362	29.6	74	30.3	283	31.0	111	33.8	69	27.4
991-1140		26.8	1,403	30.4	11	7.0	153	16.8	6	24.1	45	17.9
1141-1600 N-	1,295	20.4	1,078	23.4	13 244	5.3	82 912	0.6	328 328	23.2	252	18.2
					•		•		,		;	
Median	10 O		1,030		810		098		066		910	
					Korthwest	ي						
		•	•	•	•		•	•	•	•	•	•
0-400 401-820 821-990 991-1140	948 1,367 1,140	2 3 1 2 C	1,087 968 968	20 20 20 20 20 20 20 20 20 20 20 20 20 2	101 48 24 48	26.2 26.2 13.1	111 122 73	32.13.0	87.85	24.2 24.5 24.5	2 3 4 6	34.8 28.7 17.4
1141-1600 N=		21.2	3,528	55.5	183	.	338	Ş	223	0./1	112	19.1
Mean	992	٠	1,009		834 820		919		977		947 910	
					Metroplex	Ř						
0-400		0.0		0.5	0.0	0.5	1 205	0.0	- 5	0.0	7,5	0.5
401-820 821-990		27.7	6,106	26.9 26.9	1,316	29.9	870	33.5	1,031	26.8	213	23.6
991-1140	9,124	26.5 25.9	6,952 6,880	30.7 30.3	499 283	11.4 6.4	557 377	21.4 14.5	910 1,155	23.6 30.0	23 S	22.8 26.0
		:	22,689		4,396		2,600		3,854		904	
Henn Hedian	1,011		1,051		839 820		937 910		1,024		866 660	
					Upper East 1	Texas						
0-400		1.0	0	0;	m (6.0	0;	0.0	-	4.0	•	0.0
1-820		24.9 28.7	1.350	29.1	229	26.6	, 2	34.2	2.2	79.0 78.4	102 66	27.2 27.5
991-1140		26.8	1,414	30.4	88	10.8	\$ 6	24.5	27.5	27.0	3.	15.4
1141-1600 N-	1,210 6,211	5.61	4,647	8.77	862	7.6	184		278	1/.0	240	14.0
Mean	, 086		1,015		823		937		967		617	
Median	066		1,030		8 10		016		975		860	
	•••											

Number X Number		Total	딞	Anglo	10	18	Black	Hiep	Hispanic	Other	ų į	Ret R	Ethnicity Not Reported
## Secretarian Toronal		Number	•	Rumber	×	Rumber	64	Number	×	Rumber	*	Number	*
1,222 26.9 17.1 754 31.0 21.0 31.5							[exa						
2,545 51.2 1,145 51.5 1,17 1,115 51.5 1,17 1,115 51.5 1,17 1,115 51.5 1,17 1,17 1,17 1,17 1,17 1,17 1,17 1,1	0-400	1 023	0.0	7 60	0.0	1,74	1.0	0 5	0.0	000	0.0	۰:	0.0
1,579 22.1 1,115 22.5 1,17 10.3 10.6 16.6 10.6 10.6 10.6 10.6 10.6 10.6	821-990	2,444	34.2	1,429	34.4	470	33.0	252	39.3	268	31.7	ង	26.1
7,133 4,147 1,423 641 933 1,000 827 999 940 900 900 900 900 6,29 19.9 2,12 0.0 0,12 0.1 1,90 0,00 6,817 26.0 1,12 11.9 1,90 0,00 1,100 1,100 1,100 1,100 1,100 1,100 1,100 2,520 19.3 1,12 1,000 1,12 0,00 0,00 0,00 1,000 1,000 1,12 0.0 0,00 0,00 0,00 0,00 1,000 1,000 1,12 0.0 0,00 0,00 0,00 0,00 1,000 1,000 1,10 0,00 0,0	991-1140 1141-1600	1,579	22.1 16.8	1,115 894	26.9 21.6	147 51	10.s 3.6	9 8 8	9.91 10.6	199 177	23.5 20.9	22	12.5 15.6
933 1,000 827 900 900 900 900 900 900 900 900 900 90		7,153		4,147		1,423		641		846		96	
Control Court Co	Hean Hedian	953 940		1,000		827 820		606		975 960		901 860	
6.219 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.							•						
6,219 29.6 2,122 11.5 1,965 45.0 1,186 36.6 6,187 20.1 1,965 45.0 1,186 36.6 6,187 20.1 1,22 12.6 1,127 11.7 11.7 11.7 11.7 11.7 11.7 11.7 1	0-600	•	0,0	2	0.0			•	0.0	_	0.0	•	ć
## 1,433 32.6	401-820	6,219	19.8	2,123	11.9	1,963	45.0	1,188	30.6	714	15.8	231	28.5
1,012	821-990	6,837	28.1	4,768	26.8	1,423	32.6	1,337	34.4	1,127	2 5 6 4	182	22.4
1,012 1,025 856 936 1,022 1,000 1,000 850 936 1,000 1,000 1,000 850 936 1,000 1,000 1,000 850 920 1,00	1141-1600	8 187	26.1	5,565	31.2		7.8	515	13.3	1,562	34.6	204	22.1
1,012		31,398		17,630		•		3,882		4,011		812	
Contral Texas 2,520 19.3 2,520 19.3 2,549 2,579 2,579 2,579 2,579 2,579 2,579 2,579 2,579 2,579 2,579 2,579 2,577 2,567 2,577 2,567 2,577 2,567 2,577 2,567 2,577 2,567 2,577 2,567 2,577 2,567 2,577 2,567 2,577	Mean Median	1,012		1,055		866 850		936 920		1,056		992 990	
2,56 0.0 1,22 0.0 58 0.2 1 0.1 0.1 0.1 5.68 2.8. 6.2. 6.2 1.2 0.1 30.8 30.8 30.8 30.8 30.8 30.8 30.8 30.8							97.00						
2,520 19.3 1,216 13.3 588 49.8 420 30.8 51.8 51.8 51.8 51.8 51.8 51.8 51.8 51		•	•	c	•		•	•		•	•	•	•
3,666 28.0 2,479 27.0 371 31.4 452 33.2 33.5 33.6 1.2 1.2 1.2 1.2 1.2 1.2 1.2 1.2 1.2 1.2	0-400 401-820	2.520	0.61 6.8	1,216	13.3		49.8	420	30.0	198	18.7	O 80	29.8
15.100 25.7 2,667 29.1 78 6.6 215 15.8 1,100 1,100 1,0	821-990	3,668	28.0	2,479	27.0	371	31.4	452	33.2	286	27.0	8 ¥	24.3
1,014 1,046 848 939 1,100 1,014 1,046 848 939 1,1014 1,020 1,046 848 939 1,1020 1,020 1,040 848 939 1,1020 1,020 1,040 848 939 1,1020 1,040 848 939 1,1020 1,040 1	1141-1600	3,365	25.7	2,667	29.1	2	9.9	512	15.8	329	31.0	2	23.1
1,014	£	13, 100		/ OT 6 6		701 11		79647		1,000		329	
South Texas 23 0.1 0 0.0 1 0.1 17 0.1 9,859 34.1 1,498 15.3 615 46.6 6,559 44.5 8,651 29.9 29.7 4.7 32.3 4,514 30.6 5,857 20.3 2,899 29.6 193 14.6 2,220 4,522 15.6 2,489 25.4 85 6.4 1,430 9.7 1. 28,912 1,026 858 879 910 1,030 840 860	Kean Kedian	1,014		1,046		848	·.	939 910		1,034		984 990	
23 0.1 0 0.0 1 0.1 17 0						South Tex	Cae						
9,859 34.1 1,498 15.3 615 46.6 6,559 44.5 8,51 29.9 29.7 427 32.3 4,514 30.6 8,557 20.3 2,899 29.6 19.5 14.6 2,520 15.1 4,522 15.6 9,800 25.4 85 6.4 1,430 9.7 1,22 15.6 9,800 15.1 1,026 858 858 879 1,030 840 840 860 15.1 1.030 840 860 860 860 860 860 860 860 860 860 86	0-400	23	0.1	•	0.0	-		17	0.1	-	0.1	4	0,3
\$\begin{array}{cccccccccccccccccccccccccccccccccccc		9,859	34.1	1,498	15.3	519	9.99	6,539	44.5	533	28.7	654	54.8
193 BEST COPY AVAILABLE	821-990 991-1140	5,857	29.3 29.3	2,899	9.62 73.67	193	14.6	2,220	15.1	403 403	21.7	242 142	20.3
193 BEST COPY AVAILABLE	1141-1600	4,522	15.6	2,489	25.4	85	4.9	1,430	9.7	367	19.7	151	12.7
193 1,026 858 979 1,030 840 860 860 1,030 BEST COPY AVAILABLE		28,912		00016		17561		14,740		1,838		1, 193	
93	Hean Hedian	932 910		1,026		858 840		879 860		962 950		857 820	
93		·	:							-			
93							E S				' C		
7)	C			200			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				כ		
	7)												

Table 28, continued

C	
C	-

											Rthatetty	edty
Score	Number	"	Runber		Runber	*	Rumber	*	Rumber		Number	* ×
					West Texas	 						
0-400	0 4	0.0	0 4	0.0	٥,	0.0	0 22 2	0.0	0 4	0.0	0 9	0.0
821-990	1,157	4.	28	28.3	4.	31.5	244	34.1	2:	32.3	.	27.5
991-1140 1141-1600 R-	788 3,805	20.7	623 2,613	23.9	21 9 141	6.4 4.4	248 84 714	11.8	51 217	23.5	120	17.5
Mean Median	991 990		1,018		8 8 8 0 0		927 910		1,004		932 910	
					Opper Rio Grande	epue:						
0-400 401-820	1,887	0.1 34.1	187	12.9	97	41.1	1,514	40.5	104	0.0 25.6	35	0.0
821-990 991-1140	1,808	32.7 20.6	988	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	78 43	33.1 18.2	1,250	17.6	13.4 23.5 24.5 25.5 25.5 25.5 25.5 25.5 25.5 25	33.0 22.9	22!	1.61
1141-1600 R=	5,531	57	1,067		236	•	3,738	† •	406		84	7.07
Mean Median	918		1,026		875 860		883 860		966 955		942 910	
ACT Test Scores are adjusted to SAI Standard.	ted to SAT	Standard.										

Table 28, continued

900

0.0 118.4 22.5 32.6 26.5

0 11 16 13 1,060

50 132 229 510 1,125

231 231 187 168 168 706

0 111 73 35 328 328 328

581 1,621 1,886 2,038 6,126

2,073 2,294 2,294 2,484 1,060

0-400 401-820 821-990 991-1140 1141-1600

Median Score

Ethnicity Not Reported 0.2 49.4 24.9 12.5 13.0 28.4 24.4 23.6 0.0 17.4 16.6 26.9 39.1 Rumber Table 29: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Race/Ethnicity and Household Income, 1995-96 × Other Runber 211 213 238 238 333 900 900 H Hispanic Rumber 679 853 718 718 541 2,795 1,846 1,961 1,218 696 5,721 639 639 413 268 1,799 20 7,491 4,977 2,068 1,076 15,632 1.08 4.45 4.71 9.7 × Black Rumber 486 472 472 296 157 1,413 16 4,128 2,138 687 334 7,303 810 1,341 1,016 1,016 437 202 2,998 850 370 332 332 168 93 93 875 Anglo Rumber 2,248 4,766 5,767 5,669 18,451 2,778 4,481 3,887 2,895 14,043 2,676 5,420 5,354 4,153 17,606 2,706 2,675 2,675 2,435 1,030 . Total 2,207 3,924 3,538 3,169 12,840 1,010 ACT*/SAT Score by Household Income \$60,000 to \$79,999 50,000 to \$59,999 80,000 to \$99,999 30,000 to \$49,999 6390,000 0-400 401-820 821-990 991-1140 1141-1600 N-0-400 401-820 821-990 991-1140 M-Hedian Score 0-400 401-820 821-990 991-1140 1141-1600 Mm 0-400 401-820 821-990 991-1140 1141-1600 N= Median Score



	Totel	뎍	Anglo	. g	Black	, ck	Hispanic	nte	Other	101	Rthmicity Not Reported	city
ACT /SAT Score by Household Income	Number	*	Rumber	*	Rumber	*	Number	*	Rumber	*	Number	н
\$100,000					,				-			
0-400	-	0.0	0	0.0	0	0.0	0 (0.0	-1;	0.1	0	0.0
401-820	823	23.2	618 1.895	7.4 22.8	8 8 8	33.5	97 222	13.3 30.4	46 132	6.2 17.8	12	22.6 26.4
991-1140	2,935	29.3	2,539	30.6	37	18.9	194	26.6	157	21.1	•	15.1
1141-1600	3,940	39.3	3,252	39.2	44 196	22.4	217 730	29.7	408 744	54.8	19 53	35.9
Median Score	1,100		1,100		950	٠	1,030		1,170		1,030	
Income Not Reported												
0-400	•	0.1	-	0.0	-	0.1	-	0.1	-	0.0	'n	0.2
401-820	4,552	28.3	926	14.6	623	54.2	775	8.4.8	1,052	27.0	1,146	41.6
821-990	4,348	27.1	1,702	26.1 30.0	346	100	277 277	29.5 16.0	1,148	29.5 20.7	648 476	23.5
1141-1600	3,518	21.9	1,913	29.3	67	8.8	171	6.6	889	22.8	478	17.4
N= Median Score	.16,056 970		6,529		1,149 820		1,728 860		3,897 950		2,753 860	
*Art Somme are addusted to SAT Standard	to SAT Stands	Ę										

Table 29, continued

Table 30: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Household Income, Race/Ethnicity and Metropolitan Status, 1995-96

* (7) 673.

### Process Number X Number	1	Total	<u>.</u>	Anglo	er.	Black	ick	Hiep	Hispanic	ਬ 	Other
10, 73 0.1 1.0 1	Household Income	Rumber	**	Number	ĸ	Rumber	ĸ	Rumber	*	Rumber	ĸ
10,719 10,719 10,719 11,105 1				×	etropolitan	Central City					
10	<u><\$30,000</u>										
10,773 95.0 1,186 176 2,995 55.9 5,661 47.7 7114 711		e c.	-	•	0.0	11	0.2	=======================================	0.1	-	0.0
4,525 16,75 2,75 2,77 31,8 901 2,626 1,576 29,4 1,670 31,8 901 2,626 25 4,76 1,67 13,9 2,606 2,626 25 25 4,7 1,67 13,9 2,606 3,100 11,69 22,5 2,56 11,67 1,9 2,606 4,534 22,1 1,20 0.0 <td< td=""><td>401-800</td><td>10.713</td><td>9</td><td>1.169</td><td>17.6</td><td>2.995</td><td>55.9</td><td>5.661</td><td>47.7</td><td>714</td><td>27.4</td></td<>	401-800	10.713	9	1.169	17.6	2.995	55.9	5.661	47.7	714	27.4
4,666 17.5 1,526 25.6 9.5 1,661 13.5 591 26,886 1,694 22.5 2.5 9.5 1,661 13.5 591 26,886 1,694 22.5 2.5 9.5 1,187 2,606 9.5 26,886 1,000 1 0.0 1 0.0 0.0 0.0 9.6 </td <td>201</td> <td>200</td> <td>9</td> <td>2,050</td> <td>0.0</td> <td>1.574</td> <td>29.4</td> <td>3,776</td> <td>31.8</td> <td>801</td> <td>30.7</td>	201	200	9	2,050	0.0	1.574	29.4	3,776	31.8	801	30.7
9,110 11,69 22.5 4.7 656 6.9 499 9,110 11,6 22.5 23.5 4.7 656 6.9 490 9,00 1,000 1,000 1,000 1,000 1,000 2,69 5,481 31,1 1,705 23.4 1,145 31.4 23.6 5,481 31,1 1,705 23.4 33.1 14.6 31.6 24.6 4,534 26.3 31.4 37.9 44.0 11.6 24.6 1,548 26.3 31.4 37.1 14.6 31.6 31.4 45.6 1,548 26.4 16.6 7.1 31.1 14.6 46.6	961-330	767 7	17.5	1.926	29.0	526	40	1,601	13.5	591	22.7
26,828 6,650 5,356 11,677 2,666 870 1,000 0.0	1141-140	1,00	3.1	1.494	22.5	252	4.7	826	6.9	499	19.2
870 1,000 810 640 950 871 1,000 1,000 1,000 1,000 910 950 8,484 22.1 1,202 13.4 995 44.0 1,357 31.4 465 8,484 24.3 11,46 910 1,002 31.4 465 8,534 26.3 31.4 37.9 34.3 1,502 31.4 465 1,536 2.2 2,863 31.4 16. 16. 16.43		26.828		6,650		5,358		11.877	;	2,606	
3 0.0 1 0.0 1 0.0	Median Score	870		1,000		810		840		920	
3 0.0	5										
3,447 20.0 1,220 3.4 99.5 44.0 1,357 31.4 226 44.0 1,537 31.4 226 44.0 1,502 34.6 465 456		•	•	•	•	-	•	•	•	•	•
5,481 22.1 1,705 13.4 1,507 31.4 2.2 4.5 <t< td=""><td>0-400</td><td>m (</td><td>0.0</td><td>7</td><td>0.0</td><td>-</td><td>9 9</td><td></td><td>9</td><td>2</td><td>•</td></t<>	0-400	m (0.0	7	0.0	-	9 9		9	2	•
5,481 21,40 2,70 34,3 34,3 34,5 4,50 34,5 4,50 34,5 4,50 34,5 4,50 34,5 4,50 34,5 4,50 34,5 4,50 34,5 4,50 34,5 34,5 4,50 34,5 <	401-820	3,847	22.1	1,220	13.4	995	0.4	1,357	31.4	730	4 6
4,584 26.3 2,183 21.4 150 7.1 541 12.6 456 17,448 20.2 2,188 25.4 160 7.1 541 12.6 456 17,448 1,030 0.0 0.0 1 0.1 0.0 1 1,030 <	821-990	5,481	31.4	2,705	23.6	? ;	74°N	1,502	5 · · ·	000	79.7
1,533 20.2 2,508 2,543 4,316 1,533 1,500	991-1140	4,584	26.3	2,853	4.12	331	0 - 1	976	7.17	0 4 6	1.7
17,448 9,088 2,223 4,110 1,030 1,030 2,000 1,030 613 12.6 269 37.9 910 1,030 1,300 17.1 613 12.6 269 37.9 335 24.9 73 2,324 30.5 1,432 29.4 122 17.2 323 24.1 157 1,929 27.1 1,432 29.4 70 9.9 323 24.1 157 1,929 27.1 1,434 28.6 70 9.9 20.4 15.6 1,010 1,00 0.0 0.0 0.0 0.0 1,00	1141-1600	3,533	20.2	2,308	4.0	007	:	140	17.0		30.00
2 0.0 0.0 1,030 0.0 1,030 0.0 1,030 0.0 1,030 0.0 1,030 0.0 1,030 0.0 1,030 0.0 1,030 0.0 1,030 0.0 1,030 0.0 1,030 0.0 1,030 1,030 1,030 1,030 1,030 1,030 1,030 1,030 1,030 1,030 1,030 1,030 1,030 1,040<	Ė	17,448		880.6		2,203		077.0		1,043	
2 0.0 613 12.6 269 37.9 335 24.9 73 2,324 30.0 17.1 613 12.6 269 34.9 481 35.8 13.8 13.8 2,324 30.5 1,432 29.4 28.6 17.2 17.2 32.9 481 157 2,039 27.1 1,432 29.4 122 17.2 32.9 24.9 157 1,923 25.3 4,875 8.6 70 9.9 15.4 15.7 1,010 1,010 0.0 0.0 0.0 0.0 1.343 15.06 2,204 1,040 0.0 0.0 0.0 0.0 0.2	Median Score	086		1,030		292		076		1,030	
2 0.0 0.0 0.0 0.0 0.0 1 0.0 0.0 1 0.0 0.0 1 0.0 0.0 0.0 1 0.0	to \$59,										
1,306 17.1 613 12.6 269 37.9 335 24.9 73 2,324 30.5 1,432 29.4 122 17.2 323 24.9 138 2,324 30.5 1,432 29.4 122 17.2 32.3 24.1 15.7 1,923 25.3 1,394 28.6 70 9.9 204 15.2 230 1,010 1,040 0.0 0.0 2 0.2 492 29.3 2,204 14.6 1,199 11.2 37.2 36.2 492 29.3 4,511 29.3 2,307 30.9 107 10.4 408 19.3 415 4,531 30.2 3,527 33.0 1,028 1,028 19.3 415 1,050 1,060 0 0 0 0 0 1,050 1,100 20.1 24.9 30.4 1,050 1,000 0 0 0 1,050 1,000 0 0 1,050 1,000 0 1,050 1,000 0 1,050 1,000 0 1,050 1,010 0 1,050 1,010 0 1,050 1,010 0 1,050 1,010 0 1,050 1,010 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 1,050 0 1,050 0		c		•	6	_	1.0	•	0.0	_	0.2
2,224 30.5 1,436 29.4 248 34.9 481 35.8 138 2,059 27.1 1,432 29.4 122 17.2 204 15.2 24.1 157 1,923 25.3 1,436 29.4 122 17.2 204 15.2 23.0 7,608 4,875 28.6 70 9.9 20.4 15.2 23.0 1,010 1,000 0.0 <td< td=""><td>401</td><td>1 30 6</td><td>17:1</td><td>613</td><td>12.6</td><td>269</td><td>37.9</td><td>335</td><td>24.9</td><td>73</td><td>12.2</td></td<>	401	1 30 6	17:1	613	12.6	269	37.9	335	24.9	73	12.2
2,059 27.1 1,432 29.4 122 17.2 323 24.1 157 1,923 25.3 1,394 28.6 70 9.9 2.64 15.2 230 7,608 4,875 28.6 70 9.9 1,443 5.99 7,608 1,000 0.0 0.0 2 0.2 4 0.2 1,060 2,204 14.6 1,199 11.2 372 36.2 492 23.3 23.3 36.2 49.2 23.3 37.4 211 211 20.3 37.4 211 20.2 49.2 23.3 37.4 31.4 211 31.4 211 31.4 211 31.4 31.1 31.4 31.1 31.4 31.1 31.4 31.1 31.4 31.1 31.6 32.3 32.8 32.8 32.8 32.8 32.8 32.8 32.8 32.8 32.8 32.8 32.8 32.8 32.8 32.8 32.8 32.8<	#01=820	2,324	\$0.5	1.436	29.4	248	34.9	481	35.8	138	23.0
7,606 4,875 28.6 70 9.9 204 15.2 230 7,606 4,875 28.6 70 9.9 204 15.2 230 7,606 1,040 0.0 0.0 2 0.2 4 0.2 1,060 2,204 14.6 1,199 11.2 372 36.2 492 23.3 97 3,903 25.9 2,665 24.9 331 32.2 492 23.3 97 4,413 29.3 2,665 24.9 331 32.2 408 19.3 415 15,022 1,658 1,028 1,028 1,048 19.3 415 15,032 1,060 890 0.0	991-1140	2,059	27.1	1,432	29.4	122	17.2	323	24.1	157	26.2
7,608 4,875 710 1,343 599 1,010 1,040 880 1,343 599 1,010 1,040 0.0 0.0 0.0 0.0 2,204 14.6 1,199 11.2 372 36.2 492 23.3 97 4,413 29.3 2,59 2,665 24.9 331 32.2 692 23.3 97 4,413 29.3 3,307 30.9 216 21.0 545 31.4 211 15,062 10.62 2,49 33.0 107 10.4 408 19.3 415 15,062 1,060 1,028 1,028 2,111 1,008 1,100 1,050 1,060 0.0 <t< td=""><td>1141-1600</td><td>1,923</td><td>25.3</td><td>1,394</td><td>28.6</td><td>2</td><td>6.6</td><td>204</td><td>15.2</td><td>230</td><td>38.4</td></t<>	1141-1600	1,923	25.3	1,394	28.6	2	6.6	204	15.2	230	38.4
6 0.0 0.0 2 0.2 4 0.2 0 2,204 14.6 1,199 11.2 372 36.2 492 23.3 97 3,903 25.9 2,106 24.9 331 32.2 662 31.4 211 4,551 30.2 24.9 33.0 107 10.4 408 19.3 415 15,082 10.698 1,028 1,024 2.111 1,008 1,008 15,082 1,060 1,060 890 2,111 1,008 1,100 1,050 1,060 0.0		7.608		4.875		710		1,343		299	
6 0.0 0.0 2 0.2 4 0.2 0 2,204 14.6 1,199 11.2 372 36.2 492 23.3 97 3,903 25.9 2,665 24.9 331 32.2 662 31.4 211 4,413 29.3 3,907 30.9 216 21.0 545 25.8 28.5 4,551 30.2 3,527 33.0 107 10.4 408 19.3 415 15,082 1,062 1,028 1,028 2,111 1,008 1,050 1,060 890 890 1,110 1,100 563 11.3 355 9.3 81 34.9 90 16.1 1,321 26.5 1,003 26.1 71 30.6 90 16.1 1,472 29.6 1,169 30.4 54 23.3 148 26.5 90 1,625 32.6 1,570 910 <td>Median Score</td> <td>1,010</td> <td></td> <td>1,040</td> <td></td> <td>980</td> <td></td> <td>920</td> <td></td> <td>1,060</td> <td></td>	Median Score	1,010		1,040		980		920		1,060	
6 0.0 0 0.0 2 0.2 4 0.2 0 2,204 14.6 1,199 11.2 372 36.2 492 23.3 97 3,903 25.9 25.9 24.9 13.1 22.1 45.2 23.3 211 4,551 30.2 3,57 33.9 107 10.4 408 19.3 415 15,082 10,696 1,060 1,026 2,111 1,008 11,008	\$60,000 to \$79,999										
2, 204 14.6 1,199 11.2 372 36.2 492 23.3 97 211 3,903 25.9 2,665 24.9 331 32.2 662 31.4 211 2,004 4,413 29.3 3,507 30.9 216 21.0 545 25.8 285 600 15,002 10,698 1,028 1,028 2,111 1 1,008 1,050 1,050 1,060 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	400	•	0.0	•	0.0	7	0.2	4	0.2	•	0.0
(40 4,413 29.3 25.9 2,665 24.9 331 32.2 662 31.4 211 (40 4,413 29.3 3,307 30.9 216 21.0 545 25.8 285 (600 15,002 10,698 1,028 1,028 2,111 1,008 (1,050 1,050 1,060 0 0.0 0 0.0 0 0.0 0 0.0 (1,050 1,050 1,060 1,060 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0	001-04 401-830	2.204	14.6	1.199	11.2	372	36.2	492	23.3	97	9.6
40 4,413 29.3 3,307 30.9 216 21.0 545 25.8 285 600 4,551 30.2 3,527 33.0 107 10.4 408 19.3 415 1,508 1,608 1,060 1,060 1,060 1,008 1,100 1,100 1 c 599,999 0 0.0 0 0.0 0 0.0 0 10 5.63 11.3 355 9.3 81 34.9 90 16.1 34 10 1,321 26.5 1,003 26.1 71 30.6 90 16.1 34 10 1,472 29.6 1,169 30.4 54 23.3 148 26.5 90 40 1,625 32.6 1,132 34.2 26.1 1.2 32.6 60 40 1,625 32.6 1,132 34.2 23.3 32.4 32.7 40 1,625	070-10t	600	25.9	2,665	24.9	331	32.2	662	31.4	211	20.9
to \$99,999 15,082 10,698 1,028 1,028 1,028 1,028 1,008 1,008 1,008 1,009 1,	991-1140	6.413	29.3	3,307	30.9	216	21.0	545	25.8	285	28.3
15,062 10,696 1,028 2,111 1,008 1,008 1,008 1,008 1,008 1,008 1,000 1,00	1141-1600	4.551	30.2	3,527	33.0	107	10.4	408	19.3	415	41.2
to \$99,999 to \$99,999 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.		15,082		10,698		1,028		2,111		1,008	
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11140 1,472 29.6 1,169 30.4 54 23.3 148 26.5 90 11-160 1,625 32.6 1,312 34.2 26 11.2 138 24.8 143 143 25.6 1,4981 3,839 2.32 2.32 1.010 1.010 1.120	070-104	1 331	26.5	1,003	26.1	17	30.6	182	32.6	9	18.4
11-1600 1,625 32.6 1,312 34.2 26 11.2 138 24.8 143 327 4,981 3,839 223 232 558 327 327 327 1.20	821-330	1,321	200	1.169	30.4	45	23.3	148	26.5	06	27.5
1.120 4,981 3,839 232 558 327 327 327 327 327 327 327 327 327 327	7771 1400	1,471	9.62	1.312	36.2	26	11.2	138	24.8	143	43.7
1.010	1141-1900 1141-1900	1,00	;	3.839		232	!	558	}	327	:
	M- 44 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0	190		1,070		016		1.010		1.120	

Table 30, continued

	Fumber 1, 253 1, 654 1, 105 1, 100 1
2, 368 8.2 404 1,577 22.7 1,253 1,989 28.7 1,691 2,940 28.6 5,640 1,100 2,940 28.6 6,928 2,714 26.4 1,100 2,349 22.9 1,100 2,349 22.9 1,100 1,338 27.3 2.694 970 1,338 27.3 5,99 1,589 32.4 937 1,133 23.2 6,934 940 940 1,266 1,569 28.7 1,213 1,706 31.5 1,266 1,000 1,010 1,000 413 14.7 274 835 29.7 663 835 29.7 663	0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0
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Score Furniber T Furniber T Furniber T Furniber T	ACT"/SAT	Tot	otal	Ψ	Anglo	118	Black	Hisp	Hispanic	B	Other
Score 1, 2 9.1 1 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0		Number	×	Rumber		Number	×	Number	*	Number	*
Score 1, 27 19 17.2 196 20.2 60 63.1 106 5.77 Score 1, 972 17.2 196 20.2 6.6 63.1 106 6.77 Score 1, 972 17.2 196 20.2 26.4 2 5.3 26.3 191 6.7 2 Score 1, 972 17.2 196 20.2 2.6 2 6.3 191 17.1 17.2 17.2 19.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	do Response										
Score 1,931 137, 2 136 21.2 60 63.1 106 54.3 Score 900 137, 138, 21.3 5.5 5.3 110.6 54.3 Score 1,931 13.7 224 22.5 25.5 5.3 110.6 54.3 Score 1,931 13.7 224 22.5 25.5 5.3 110.6 57.3 Score 1,931 13.7 224 22.5 25.5 5.3 110.6 820 1,122 13.5 23.2 23.2 24.6 191 10.2 0.0 0.0 1,123 13.5 22.4 22.7 11.4 11.2 11.2 11.2 11.2 11.2 11.2 11.2	0-400	8	0.1	•	0.0	•	0.0	1	0.5	1	0.3
Score 900 15.7 12.4 22.4 25.4 5 5.3 24 27.7 1 1 0.0 15.7 1 1 0.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	401-820	719	37.2	196	23.2	9	63.1	106	54.3	139	39.9
Scores 18.9 12.3 26.4 5 5.3 11 10.8 Scores 900 18.7 12.2 21.5 5 5.3 12 10.8 Scores 900 19.5 18.5 18.5 18.5 18.5 18.5 18.5 18.5 18	821-990	542	28.1	244	28.9	ฆ	26.3	54	27.7	109	31.3
Score 1,931 15.7 18.2 21.5 5 5.3 115 6.7 850 Score 900 1931 15.7 18.2 21.5 5 5.3 115 6.7 820 Score 900 1,931 10.0 0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	991-1140	365	18.9	223	26.4	ın ı	٠ د د د	21	10.8	65	17.0
Score 1901 1 1 0.0	1141-1600	303	15.7	182	21.5	n g	5.3	195	:	0 8 9 6	11.5
1,245 1,24	Median Score	006		066		760		820		870	
Non-Hetropolitan Non-Adjacent Non-Hetropolitan Non-Adjacent 1,243 16.9 16.0 1.243 16.9 16.0 1.243 16.9 16.9 16.0 17.1 17.1 16.2 16.0 17.1 17.											
1,245 34.9 22.7 34.7 57.1 462 46.4 1,124 34.9 34.3 22.7 34.7 37.1 462 46.4 1,122 34.9 34.3 22.7 34.8 191 31.4 1,122 34.9 34.8 22.7 34.8 191 31.4 1,122 34.9 34.8 34.8 37.9 1,124 12.3 34.8 24.8 40.9 1,124 12.3 14.8 24.8 37.9 1,124 12.3 14.8 24.8 34.8 1,124 12.3 14.8 24.8 1,124 12.3 14.8 1,124 12.3 14.8 1,124 12.3 14.8 1,124 12.3 14.8 1,124 12.3 14.8 1,124 12.3 14.8 1,125 14				Ron	-Metropolit	an Non-Adjace	int				
1,243 36.9 34.9 22.7 34.7 57.1 46.9 1,124 31.2 35.3 34.8 22.7 34.7 37.1 46.8 1,124 31.3 35.4 22.7 34.7 37.1 46.8 2,549 17.3 1.512 18.0 0.0 0.0 4,43 22.4 21.7 18.0 0.0 0.0 6,53 23.4 22.7 21.7 18.0 0.0 6,54 23.5 22.4 21.7 18.0 0.0 6,54 23.5 23.5 23.5 23.6 6,54 23.5 23.5 23.5 6,55 23.5 23.5 23.5 7,5 23.5 23.5 8,5 23.5 23.5 9,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 1,5 23.5 23.5 2,5 23.5 2,5 23.5 3,5 23.5 3,5 23.5 3,5 23.5 4,5 23.5 4,5 23.5 5,5 23.5 6,5 23.5 6,5 23.5 7,5 23.5 7,5 23.5 7,5 23.5 8,5 23.5 8,5 23.5 8,5 23.5 9,5 23.5 0,5 23.5 0,5 23.5 0	c\$30,000										
1,223 315.9 314.2 317.1 317.1 462 48.4 1,223 315.9 315.2 315.8 315.8 315.8 1,224 315.3 32.7 31.8 31.4 31.4 2000	0-400	-	0.0	0	0.0	-	0.2	•	0.0	•	0.0
Score 1,122 1,14 1,14 1,14 1,15 1,14 1,15 1,14 1,15 1,14 1,15 1,14 1,15	401-820	1,243	36.9	343	22.7	347	57.1	462	48.4	65	26.4
40 589 17.5 284 24.1 48 7.9 7.9 710. 5core 3,569 17.5 284 24.1 48 7.9 7.9 7.8 7.8 5.0 5.0 5.0 5.0 5.0 5.0 5.0 5.0 5.0 5.0	621-990	1,122	33.3	527	34.8	191	31.4	311	32.6	44 6	34.2
Score 8,969 1,527 16.0 6.1 5.1 5.1 5.2 6.1 5.1 5.1 5.2 6.1 5.1 5.1 5.2 6.1 5.1 5.1 5.2 6.1 5.1 5.1 5.2 6.1 5.1 5.1 5.2 6.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5	991-1140	589	17.5	40 C	24.1	\$ -	, «	76	7.8		6. 6.
Score 890 1910 1910 1910 1910 1910 1910 1910	1141-1600	414	12.3	2/8	10.1	17 80 9	*	956	•	266	
to \$49,999 0 0.0 0 <t< td=""><td>Median Score</td><td>890</td><td></td><td>086</td><td></td><td>810</td><td></td><td>840</td><td></td><td>940</td><td></td></t<>	Median Score	890		086		810		840		940	
0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	Ç										
443 22.4 217 16.0 92 48.4 107 37.8 653 25.6 98 34.6 683 25.0 99 34.6 683 25.0 99 34.6 683 25.6 99 34.6 683 25.7 2 8 4.2 23 34.6 599 27.2 28 14.8 55 34.6 599 27.2 28 14.8 55 34.6 599 27.2 28 14.8 55 34.6 599 25.6 599 25.6 599 25.6 599 25.6 599 25.6 599 25.6 599 27.2 28 24.9 27.0 20 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.		•	•	•	•	•	•	c	c	•	6
1,979 18.0 21.5 28 14.8 28.5 19.4 1,979 1,1356 27.2 28 14.8 28.3 19.4 1,979 1,1356 27.2 28 14.8 28.3 19.4 259,999 0 0.0 0.0 0 0.0 0.0 0.0 0.0 144 18.5 91 14.7 23 46.3 27.0 217 27.9 184 29.6 7 12.3 46.3 150 20.5 148 29.6 7 12.3 14 22.0 160 20.5 148 29.6 7 12.3 14 22.0 1,020 0 0.0 0 0.0 0 0.0 1,203 24.0 244 25.3 26.9 1,020 1,030 24 40.0 27 29.0 1,020 1,030 29.5 29.6 29.6 1,020 1,030 1,030 905 905 1,020 1,030 1,030 905 1,020 1,030 1,030 905 1,020 1,030 1,030 905 1,020 1,030 1,030 905 1,020 1,030 1,030 905 1,020 1,030 1,030 1,030 1,030 1,030 905 1,030 1,030 905 905 1,030 1,030 905 1,030 1,030 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,030 905 905 1,03	0-400	0 844	25.4	212	16.0	92	4.0	107	37.8	23.	17.4
1,979 18.0 24.6 369 27.2 28 14.8 55 19.4 1,979 1,356 190 28.3 8.2 258,999 0 0.0 0 0.0 0 0.0 144 18.5 91 14.7 25 43.9 17 27.0 258 33.1 203 32.7 23 40.3 26 41.3 258 33.1 203 32.7 23 40.3 26 41.3 258 33.1 203 32.7 23 40.3 26 160 20.5 143 23.0 27 23.3 6 9.5 160 20.5 143 23.0 27 3.5 6 9.5 279,999 0 0.0 0 0.0 0 0.0 0 0.0 270 270 286 29.6 12 20.0 27 29.0 280 24.0 244 25.3 26 29.6 12 20.0 25 26.9 280 24.0 244 25.3 26 27 29.0 280 24.0 244 25.3 26 27 29.0 280 24.0 244 25.3 26.9 280 24.0 24.0 24.0 280 24.0 24.0 24.0 280 24.0 24.0 24.0 280 24.0 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 25.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 24.0 280 24.0 2	#01=820 8 21=990	693	35.0	479	35.3	62	32.6	86	34.6	84	36.4
1,979 1,356 1,58 1,80 233 8.2 1,979 1,356 1,356 1,80 2,83 259,999 0 0.0 0 0.0 0 0.0 144 18.5 91 14.7 25 43.9 17 27.0 258 33.1 203 32.7 23 40.3 26 41.3 217 27.9 184 29.6 7 12.3 14 22.2 160 20.5 143 23.0 27 29.0 179 20.5 143 23.0 27 29.0 179 20.5 146 15.1 22 36.7 32 34.4 210 17.6 146 15.1 22 36.7 33 34.4 289 24.0 244 25.3 20.0 25 26.9 1,203 24.0 244 25.3 20.0 25 26.9 1,203 24.0 244 25.3 20.0 25 26.9 1,203 24.0 24.4 25.3 25.9 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 2	991-1140	486	24.6	369	27.2	78	14.8	S	19.4	32	24.2
1,577 1,577 1,52	1141-1600	357	18.0	291	21.5	æ ç	4.2	23	2.2	22	0.22
\$59,999 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.	Median Score	970		066		830		880		066	
144 18.5 91 14.7 25 43.9 17 27.0 258 33.1 203 32.7 23 40.3 26 41.3 217 27.9 184 29.6 7 12.3 14 22.2 160 20.5 143 23.0 2 3.5 63 179 1,020 0 0.0 0 0.0 211 17.6 146 15.1 22 36.7 32 34.4 359 29.8 286 29.6 12 20.0 25 26.9 344 28.6 28.6 29.6 12 20.0 25 25.0 4,203 24.0 25.3 26 905 910 579 591 1,020 1,030 905 910 570 520 520 520 570 520 520 520 570 520 520 520 570 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 570 520 520 570 520 520 570 520 520 570 520 570 520 520 570 520 520 570 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 520 520 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570 570	150.000 to \$59.999										
144 18: 91 14.7 25 43.9 17 27.0 258 33.1 203 32.7 23 40.3 26 41.3 217 27.9 184 29.6 7 12.3 14 22.2 160 20.5 143 23.0 2 3.5 63 779 621 577 637 63 990 1,020 0 0.0 0 0.0 0.0 211 17.6 146 15.1 22 36.7 32 34.4 359 24.0 244 25.3 2 6.9 1,020 1,030 905 905		•	•	•	•	•	•	•	•	•	•
217 27.9 184 29.6 7 12.3 14 22.2 16 9.5 16 20.5 14.3 20.0 14.3 2.3 0 2.2 3.5 40.3 2.6 41.3 20.7 21.7 27.9 184 29.6 7 12.3 14 22.2 2.2 3.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 63 9.5 9.5 9.5 9.5 9.5 9.5 9.5 9.5 9.5 9.5	0-400	9 .		9	2.4	ž	0.69	2	2,0	> ec	27.6
217 27.9 184 29.6 7 12.3 14 22.2 16 9.5 16 20.5 143 23.0 2 3.5 6 9.5 179 621 20.5 143 23.0 2 3.5 6 9.5 63 9.5 140 20.5 140 20.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	401-820	7.0		203	32.7	ន	40.3	56	41.3	•	13.8
160 20.5 143 23.0 2 3.5 6 9.5 779 621 25.0 63 9.5 779 621 2.0 850 850 920 920 920 920 920 920 920 920 920 92	991-1140	217	27.9	184	29.6	_	12.3	14	22.2	•	31.0
779 621 57 63 990 1,020 850 920 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0	1141-1600	160	20.5	143	23.0	7	3.5	•	9.5	∞ ,	27.6
990 1,020 850 920 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 211 17.6 146 15.1 22 36.7 32 34.4 235 29.8 286 29.6 12 20.0 25 26.9 289 24.0 244 25.3 60 25 26.9 1,020 1,030 905 910	-2	779		621		57		63		53	
0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0	Median Score	980		1,020		850		920		1,080	
211 17.6 146 15.1 22 36.7 32 34.4 211 17.6 146 15.1 22 36.7 32 34.4 359 29.8 286 29.6 12 20.0 25 26.9 364 28.6 28.6 29.6 12 20.0 25 26.9 350 289 24.0 25.3 2 3.3 9 9.7 350re 1,020 1.030 905 905	60,000 to \$79,999			•							
211 17.6 146 15.1 22 36.7 32 34.4 359 29.8 289 30.0 24 40.0 27 29.0 344 28.6 286 29.6 12 20.0 25 26.9 00 289 24.0 24.4 25.3 2 3.3 9 9.7 8core 1,020 1.030 905 905 905	0-400	•	0.0	0	0.0	0	0.0	•	0.0	•	0.0
359 29.8 289 30.0 24 40.0 27 29.0 344 28.6 286 29.6 12 20.0 25 26.9 00 1,203 24.0 244 25.3 2 3.3 9 9.7 Score 1,020 1,030 905 905 910 HANCER CONDUCTOR AWARTH ARREST	401-820	211	17.6	146	15.1	22	36.7	32	34.4	•	8.6
344 28.6 28.6 12 20.0 25 26.9 00 289 24.0 244 25.3 2 3.3 9 9.7 1,203 965 60 905 93 8core 1,020 1.030 905 905 910	821-990	359	29.8	289	30.0	24	40.0	27	29.0	16	22.9
289 24.0 244 25.3 2 3.3 9 9.7 1,203 24.0 244 25.3 60 3 93 9.7 Score 1,020 1,030 965 905 910 910 田田田公田 AWAHWARWARM	991-1140	344	28.6	286	29.6	12	20.0	ჯ •	26.9	81 6	25.7
Score 1,020 1,030 905 910 910 Score 1,020 1,030 905 910 910	1141-1600	289	24.0	244	25.3	7	m. m.	٠. و د	/.6	9 6	42.8
	Node on Section	1,203		1.030		906		910		1,100	
		•		•							
	2 03										
						TH A RAIL IN				υį	



Table 30, continued

Score by				,						
Household income	Number	ĸ	Number	ĸ	Number	*	Number	×	Number	*
\$80,000 to \$99,999										
0-400	•	0.0	•	0.0	•	0.0	0	0.0	•	0.0
401-820	36	11.1	23	9.3	7	35.0	7	5.6	•	6
821-990	108	33.1	11	30.9	∞	40.0	01	47.6	1	34.4
991-1140	96	28.8	78	31.3	٣	15.0	•	28.6	•	21.9
1141-1600	88	27.0	17	28.5	7	10.0	•	14.3	11	34.4
	326		249		50		21		32	
Median Score	1,030		1,030		900		980		1,035	
\$100,000										
0=400	0	0.0	0	0.0	0	0.0	c	0.0	c	C
401-820	51	12.9	37	11.5	~ ~	33.3	•	22.2	4	10.8
21-990	110	27.9	84	26.1	8	33.3	15	55.6	•	24.3
91-1140	901	26.8	95	29.5	7	33.3	-	3.7	· ec	21.6
1141-1600	128	32.4	901	32.9	•	0.0	'n	18.5	91	43.3
•	395		322		•		27		37	
Median Score	1,060		1,060		096		910		1,130	
No Response										
0-400	-	0.1	-	0.2	0	0.0	0	0.0	•	0.0
401-820	317	31.5	84	17.6	44	62.0	53	55.2	88	31.9
821-990	298	29.7	138	28.9	81	25.4	18	18.8	65	35.7
91-1140	230	22.9	145	30.3	S	7.0	17	17.7	37	20.3
1141-1600	159	15.8	011	23.0	4	5.6	&	8.3	22	12.1
-	1,005		478		17		96		182	
Median Score	920		1,030		800		820		920	

Table 31: Number and Percent of Studente in Texas by ACT*/SAT Combined Score, Household Income, Race/Ethnicity and Economic Region, 1995-96

Economic Regions Furnibor T	ACT*/SAT	Total		Anglo	9	Black	ck	Hiep	Hispanic	Other	ler.	Ethn Not Re	Ethnicity Not Reported
### Parties Pa	Score by Economic	Rumber		Rumber	.	Number	×	Number	ĸ	Rumber	ĸ	Number	×
625 35.2 22.5 21.0 93 58.9 264 588 31.2 22.5 21.0 93 58.9 264 588 31.2 22.5 21.0 93 58.9 264 278 31.2 22.5 27.2 31.8 50.4 15.2 428 31.2 22.5 27.2 81.0 80.0 20.0 428 20.2 32.2 22.2 81.0 82.0 22.0 428 30.2 31.2 20.0 0.0	اربا					High Plains							٠.
1 0.1 0.1 0.0	<\$30,000												
625 33.2 225 21.0 93 58.9 152 531 20.8 33.2 225 21.0 93 58.9 152 227 232 21.0 93 57.4 65 57.4 65 227 236 27.2 9 5.7 6 57.4 65 307 21.6 20.6 0.0 0.0 0.0 0.0 9 52.1 65 52.1 6 <t< td=""><td>0-400</td><td></td><td>0.1</td><td>0.00</td><td>0.0</td><td>0</td><td>0.0</td><td>7</td><td>0.5</td><td>• ;</td><td>0.0</td><td>0</td><td>0.0</td></t<>	0-400		0.1	0.00	0.0	0	0.0	7	0.5	• ;	0.0	0	0.0
1,100 0.0 </td <td>401-820</td> <td></td> <td>2.5</td> <td>223</td> <td>21.0</td> <td>ю ,</td> <td>0.80 0.40</td> <td>264</td> <td>7000</td> <td>M M</td> <td>81.8 4.05</td> <td>17</td> <td>38.</td>	401-820		2.5	223	21.0	ю ,	0.80 0.40	264	7000	M M	81.8 4.05	17	38.
1,883 14.7 215 20.0 6 5.0 95 1,883 14.7 215 20.0 158 5.0 95 1,883 14.7 216 20.0 17.9 18 45.0 73 428 27.2 334 22.8 12 30.0 37 286 27.9 334 22.7 4 10.0 114 286 27.9 334 22.7 4 10.0 114 286 27.9 311 22.6 4 10.0 114 90 0.0 0.0 0.0 0.0 0.0 114	821~990		7-16	342	27.0	0	50.4 7.8	7 9	13.2	S 1	16.2	o vo	16.
1,885 1,885 1,000	991-1140		4.7	215	20.0	ν 🚥	0.0	35	6.7	14	14.1	•	91
910 910 990 810 820 820 810 820 820 820 820 820 820 820 820 820 82		883		1,074		158		521		66		18	
0 0.0	Median Score	910		066		810		820		8		910	
0 0.0	ដ						,						
307 21.6 200 17.9 18 45.0 73 396 27.9 334 29.8 12 30.0 35 396 27.9 331 29.8 12 30.0 35 1,419 1,119 29.8 12 30.0 37 1,419 1,020 0.0 0.0 0.0 11 105 15.7 86 15.4 5 45.5 10 108 27.4 148 26.5 4 36.3 10 169 25.7 148 26.5 4 36.3 10 169 25.7 148 26.5 4 36.3 10 169 25.7 148 26.5 4 36.3 10 168 25.4 148 26.5 4 36.3 10 168 25.7 16 0.0 0.0 0.0 0.0 0.0 168 25.9 27.0 0.0 0.0 0.0 0.0 0.0 0.0 1,030 1,030 27.0 0.0 0.0 0.0 0.0 0.0 0.0 24 10.6 21 10.2 0.0 0			0.0	0	0.0	0	0.0	•	0.0	•	0.0	•	ò
428 30.2 334 22.8 12 30.0 59 288 27.9 334 22.6 6 15.0 59 1,419 22.7 40 16.0 184 1,419 1,020 860 870 10 0.0 0.0 0.0 0.0 10 15.7 86 15.4 5 211 31.6 180 32.2 4 5.5 11 31.6 180 32.2 4 36.3 169 25.3 148 26.5 4 36.3 169 25.3 148 26.5 4 36.3 169 25.3 148 26.5 4 36.3 1,030 1,030 0.0 0.0 0.0 0.0 1,030 1,030 33.3 0.0 0.0 0.0 1,1030 1,030 33.3 0.0 0.0 0.0 24 10.6 21 0.0 0.0 0.0 0.0 24 10.30 1,030 33.3 0.0 0.0 0.0 24 10.6 0.0 0.0 0.0 0.0 0.0 25 <t< td=""><td></td><td></td><td>11.6</td><td>200</td><td>17.9</td><td>18</td><td>45.0</td><td>73</td><td>39.7</td><td>=</td><td>19.0</td><td>S</td><td>27.</td></t<>			11.6	200	17.9	18	45.0	73	39.7	=	19.0	S	27.
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ACT*/SAT	Total	1a	Anglo	9	Black	8	Hispanic	anic	Other	ı	Ethnicity Not Reported	orted
Score by Economic Regions	Rumber	*	Rumber	ĸ	Number	н	Number	*	Number	×	Number	*
\$60,000 to \$79,999												
0-400	0	0.0	•	0.0	0	0.0	0	0.0	0	0.0	0	0.9
401-820	8	14.2	77	13.3	7	16.7	۰ ۵	23.3		11.1	mc	0.0
821-990	183	28.8	4 6	21.1	~ ~	26.5	10 C	7.97	4 0	22.2	-	16.2
991-1140 1141-1400	168	26.5	157	27.2	10		· ~	23.3	1 71	22.2	' 7	33.3
	635		578		12		30		•		•	
Median Score	1030		1030		920		1,020		066		096	
\$80,000 to \$99,999												
0-400		0.0		0.0	•	0.0	•	0.0	•	0.0	•	0.0
401-820	19	15.7	17	14.9	-	100.0	0	0.0		33.3	0	0.
821-990	31	25.6	58	24.5	0	0.0	0 0	0 0	«	m 0	N (66.7
991-1140	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	30.6 28.1	32	28.1	•		•	000	-	33.3	, –	33.3
	121		114		-		•		m		m	
Median Score	1,050		1,055		820		:		880		066	
\$100.000												
	•	d	c	0.0	c	0.0	•	0.0	0	0.0	•	0.0
0-400 401-800	23	14.6	, 22 25	15.4	0	0.0	•	0.0	-	9.1	•	0.0
401-820 821-990	\$4	28.5	36	25.2	•	0.0	m	100.0	vo ·	45.5	-	100.0
991-1140	35	22.1	34	23.8	0 (0.0	۰ ۰	0.0		1.6%	0 (0.0
1141-1600	25 25	34.8	51	35.6	0 0	0.0	O M	0.0	• 11	£6.5	o -	•
Nedien Score	1,030		1,070		· :		920		950		910	
Household Income Not Reported												
00,0	c	0.0	c	0.0	0	0.0	•	0.0	0	0.0	•	0.0
0-400 401-820	100	24.6	84	19.1	•	50.0	7	35.0	=	21.1	28	38.9
821-990	117	28.7	67	26.7	vn •	41.7	.	30.0	81 :	34.6	21	29.1
991-1140	111	27.3) §	30.7 23.5	- 0	. 0	n N	50.01	97 ~	13.5	11	15.3
	407		รร	!	12		20		52		72	
Median Score	066		1,030		790		930		980		910	
					Metroplex							
<\$30.000												
0-400	11	0.1	•	0.0	80	4.0	-	0.1	1	0.1	1	1.2
401-820	2,717	35.2	298	18.1	1,357	60.5	437	41.0	295	28.6	30	34.9
821-990	2,325	30.2	1,017	90.0	597	7 9. 0	366	34.3	319	31.0	73	30.2
991-1140	1,538	14.6	734	22.3	6	4.0	95	. 6.	192	18.6	3 21	18.6
	7,718		3,294		2,242		1,066		1,030		86	
Median Score	910		1,000				3					
										ς.	OC.	
{									•	?	i	

Table 31, continued





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Number X Number Number X Number X Number X Number X Number X Number	ACT*/SAT	Total	7	Anglo	<u>ء</u>	Black	<u>چ</u>	Hispanic	ante	Other	19I	Not Reported	porte
\$20,000 to \$50,000 1,334 19.5 14.7 1	Score by Reonomic Regions	Number	ĸ	Number	ĸ	Number	ĸ	Number	ĸ	Number	×	Number	*
140 150	\$30,000 to \$49,999												
### 1950 000 to ### 1950 0 44 14.2 444 47.0 159 254.7 189 11.5 19 11.5	009-0	7	0.0	-	0.0	-	0.1	0	0.0	0	0.0	0	Ö
1,000 1,00	401-820	1,354	19.9	643	14.2	434	47.0	169	26.7	88	13.5	61	35.
Secret 9:10	821-990	2,061	30.2	1,354	29.8	293	31.7	224	35.4	181	27.5	•	92
1,519 22.3 1,147 22.2 25.4 25.5 25.4 25.4 25.4 25.4 25.4 25.4 25.4 25.4 25.5	991-1140	1,881	27.6	1,402	30.8	127	13.7	155	24.5	185	28.1	12	22
Secret S	1141-1600	1,519	22.3	1,147	25.2	8	7.5	88	13.4	204	30.9	14	ສ
1,000	#1 X-14:0	6,817		7,047		924 840		633		600		400	
471 14.7 281 11.5 104 35.2 4 5 22.4 37 15.0 6 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	nedian score) (0001		2		276		7.040		066	
1,000	\$50,000 to \$59,999												
1,000 1,00	0-400	c	0.0	c	0.0	c	0.0	c	0.0	c	o o	•	•
867 27-6 726 20-6 86-6 726 726 726 726 726 726 726 726 726 72	A01-820	471	14.7	281	11.5	104	35.2	45	22.4	37	5.0	.	24.
Secretary 1,050 888 27.6 728 29.4 59 18.0 46 24.0 59 59.2 49 59.0	821-990	957	29.9	714	29.3	108	36.6	20	36.4	19	24.8	•	16.
Secretary Secr	991-1140	888	27.8	728	29.8	53	18.0	94	24.0	SS	22.4	•	24.
1,137	1141-1600	188	27.6	716	29.4	30	10.2	88	17.2	88	37.8	Φ.	36.
1,030 1,040 890 960 1,060	£	3,197		2,439		295		192		246		2	
\$60,000 to \$79,999	Median Score	1,030		1,040		880		096		1,060		1,060	
1,000	\$60,000 to \$79,999												
## display by the first series of the series	0-400	c	.0	c	0.0	. 6	0,0	c	0.0	c	0	c	c
1,686 25.1 1,538 24.6 146 36.3 96 29.1 93 21.4 13 0	401-820	887	13.2	627	11.5	140	34.8	8	17.6	45	10.3	, (1	9
2,057 30.6 1,733 31.8 70 17.4 102 30.9 126 29.0 26 6,717 5,469 402 330 435 1100 1,060 1,060 1,060 890 1,025 1,025 1,100 1,100 250 10.6 184 9.1 31 32.3 16 17.0 15 10.3 4 250 10.6 184 9.1 31 32.3 16 17.0 15 10.3 4 250 10.6 184 9.1 31 32.3 16 17.0 15 10.3 4 250 10.6 184 9.1 31 32.3 16 17.0 15 10.3 4 30 2,36 4 33.1 13.3 13.5 28 29.8 25 17.3 1 30 2,367 31.0 17.7 22 23.4 36 24.8 7 30 2,367 31.0 17.7 22 23.4 36 24.8 7 30 2,367 31.0 17.7 22 23.4 36 24.8 7 30 2,367 31.0 17.7 22 23.4 36 24.8 7 30 2,367 31.0 17.7 22 23.4 36 24.8 1 30 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	821-990	1,686	25.1	1,338	24.6	146	36.3	96	29.1	93	21.4	13	12.
2,007 31.1 1,751 32.1 46 11.5 74 22.4 171 39.3 45 8corea 1,060 1,060 890 1,025 1,100 1,1140 2,899,999 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.	991-1140	2,057	30.6	1,733	31.8	2	17.4	102	30.9	126	29.0	56	22
6,717 5,449 402 330 1,000 1,10	1141-1600	2,087	31.1	1,751	32.1	94	11.5	7.	22.4	171	39.3	45	44.
1,060		6,717		5,449		402		330		435		101	
250 10.6 184 9.1 31 32.3 16 17.0 15 10.3 4 625 26.4 536 26.6 35 36.5 28 29.8 25 17.3 1 708 29.9 626 31.0 17.7 22 23.4 36 37.3 1 5core 1,060 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 2,367 35.1 35.3 13.5 28 29.8 69 47.6 31 5core 1,060 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	Median Score	1,060		1,080		890		1,025		1, 100		1,140	
250 10.6 184 9.1 31 32.3 16 17.0 15 10.3 4 625 26.4 536 26.6 35 36.5 28 29.8 25 17.3 1 708 29.9 626 31.0 17 17.7 22 23.4 36 24.8 7 50.0 784 35.1 671 33.3 13 13.5 28 29.8 69 47.6 3 50.0 784 35.1 671 33.3 13 13.5 28 29.8 69 47.6 3 50.0 784 35.1 671 33.3 13 13.5 28 29.8 69 47.6 3 50.0 2.95 6.9 185 6.2 21 30.9 9 8.3 13 6.8 1 733 21.9 646 21.8 19 27.9 32 29.4 33 17.3 3 735 21.9 646 21.8 19 27.9 31 28.4 37 19.4 2 735 21.9 646 21.8 16 23.5 37 33.9 108 56.5 5 735 21.9 646 21.8 16 23.5 37 33.9 108 56.5 5 735 21.9 646 21.8 16 23.5 37 33.9 108 56.5 5 735 21.9 646 21.8 10 27.7 31 28.4 37 19.4 2 735 21.9 646 21.8 10 27.7 31 28.4 37 19.4 2 735 21.9 646 21.8 10 27.7 31 28.4 37 19.4 2 735 21.9 646 21.8 10 27.7 31 28.4 37 19.4 2 735 21.9 646 21.8 10 27.7 31 28.4 37 19.4 2 735 21.9 646 21.8 10 27.7 31 28.4 37 19.4 2 735 21.9 646 21.8 10 27.7 31 28.4 37 19.4 2 735 23.4 41.6 1,225 41.4 16 23.5 37 33.9 108 56.5 5	\$80,000 to \$99,999												
250 10.6 184 9.1 31 32.3 16 17.0 15 10.3 4 625 26.4 536 26.6 35 36.5 28 29.8 25 17.3 1 708 29.9 626 31.0 17.7 22 23.4 36 24.8 7 700 22,367 2,017 33.3 13.13.5 28 29.8 69 47.6 3 1,060 1,060 1,070 930 1,010 1,010 1,160 1,060 229 6.9 185 6.2 2 2 30.9 9 8.3 13 6.8 1 739 229 6.9 906 30.6 12 17.7 31 28.4 37 19.4 2 1,391 41.6 1,225 41.4 16 23.5 37 33.9 198 56.5 5 3.341 2.354 2.962 6.9 109 109 109	0-400	0	0.0	0	0.0		0.0	•	0.0	c	0,0	c	c
625 26.4 536 26.6 35 36.5 28 29.8 25 17.3 1 708 29.9 625 31.0 17 17.7 22 23.4 36 24.8 7 708 29.9 626 31.0 17 17.7 22 23.4 36 24.8 7 1,060 1,070 930 1,010 1,010 1,100 1,060 229 6.9 185 6.2 21 30.9 9 8.3 13 6.8 1 733 21.9 646 21.8 19 27.9 32 29.4 33 17.3 3 7 19.4 16 1,225 41.4 16 23.5 37 33.9 108 56.5 5 10 3.341 2.962 68 100 20.0 10 10 11 10 10	401-520	ຊ	10.6	184	9.1	31	32.3	21	17.0	51	10.3	•	26.
708 29.9 626 31.0 17.7 22 23.4 36 24.8 7 20 2,367 2,017 396 306 1,010 1,140 1,160 2,367 1,070 930 1,010 1,160 1,160 229 6.9 185 6.2 21 30.9 9 8.3 13 6.8 1 733 21.9 646 21.8 19 27.9 32 29.4 33 17.3 3 3 17.3 3 19.4 5 11.391 41.6 1,225 41.4 16 23.5 37 33.9 19.4 5 5 11.	821-990	2 9	26.4	536	26.6	32	36.5	58	29.8	ฆ	17.3	-	9
2,367 2,017 33.3 13.5 28 29.8 69 47.6 3 2,367 2,017 39.9 96 13.5 28 29.8 145 15 1,060 1,060 1,060 1,060 229 6.9 185 6.2 21 30.9 9 8.3 17.3 3 733 21.9 646 21.8 19 27.9 32 29.4 33 17.3 3 1,391 41.6 1,225 41.4 16 23.5 37 33.9 108 56.5 5 1,191 1.391 2,962 68 100 23.5 37 33.9 108 56.5 5 1,391 41.6 1,225 41.4 16 23.5 37 33.9 108 56.5 5 1,391 41.6 2.962 41.4 16 23.5 37 33.9 109 33.9 109	991-1140	708	29.9	626	31.0	71	17.7	55	23.4	36	24.8	7	46.
2,367 2,017 96 96 145 145 15 15 15 15 15 15 15 15 15 15 15 15 15	1141-1600	784	33:1	671	33.3	ET :	13.5	78	29.8	S	47.6	m	20.
1,000 1,000		2,367		2,017		9 6		46 .		145		21	
0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 <th< td=""><td>Hedian Score</td><td>1,060</td><td></td><td>1,0/0</td><td></td><td>936</td><td></td><td>1,010</td><td></td><td>1, 140</td><td></td><td>1,060</td><td></td></th<>	Hedian Score	1,060		1,0/0		936		1,010		1, 140		1,060	
401-620 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0	₹000,000€												-
229 6.9 185 6.2 21 30.9 9 8.3 13 6.8 1 733 21.9 646 21.8 19 27.9 32 29.4 33 17.3 3 98 29.6 30.6 12 17.7 31 28.4 37 19.4 2 0 1,391 41.6 1,225 41.4 16 23.5 37 33.9 108 56.5 5 3,341 2,962 68 23.5 109 191 191 100	0-400	•	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	.0
733 21.9 646 21.8 19 27.9 32 29.4 33 17.3 3 3 6 12 17.7 31 28.4 37 19.4 2 0 1.591 41.6 1,225 41.4 16 23.5 37 33.9 108 56.5 5 5 108 56.5 1 109 11.0 11.0 11.0 11.0 11.0 11.0 11.	401-820	229	6.9	185	6.2	17	30.9	0	8.3	13	8.9	-	
988 29.6 906 30.6 12 17.7 31 28.4 37 19.4 2 2 1 1.591 41.6 1,225 41.4 16 23.5 37 33.9 108 56.5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	821-990	23	21.9	646	21.8	61 :	27.9	32	29.4	33	17.3	m	27.3
11-1600 1,391 41.0 1,225 41.4 10 23.5 3/ 33.9 108 56.5 5 3 3.9 191 11 11 11 11 11 11 11 11 11 11 11 1	991-1140	886	29.6	906	30.6	2 1:	17.7	31	28.4	37	19.4	7	18.2
TAT ANT DO TOOK TOOK TOOK TOOK TOOK TOOK TOOK	1141-1600	1,391	41.6	3,2	41.4	91 9	23.5	37	33.9	801	56.5	٠ :	45.4
		3,341		796'7		0		Ton		191		-	

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31,
100

	ACT*/SAT	Total	- I	Anglo	٥	Black	ید	Hispanic	anic	Other	Jer Ter	Rthn Not Re	Ethnicity Not Reported
1,	Score by Economic Regions	Number	ĸ	Number	*	Number	*	Number	*	Number	*	Number	*
11	Bousehold Income Not Reported												
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0-400	-	0.0	•	0.0	0	0.0	0	0.0	0	0.0		0.2
1,140 25.4 25.2 25.3 118 22.0 24 24 24 24 24 24 24 2	401-820	931	21.7	232	11.7	202	54.7	63	35.8	263	22.9	171	27.9
1,11, 2,16 1,981	821-990	1,149	26.8	501	: : : :	118	32.0	4 4 4 4	19.7	319	27.8	157	22.6
1,286 1,286 1,281 359 176 1,148 612 1,010 1,000 1,000 320 176 1,148 612 2,011 0,000 1,000 2 0,00 0,00 0,00 0,00	1141-1600	1,141	26.6	636	32.1	61	5.2	ង	14.2	318	27.7	143	23.4
1,000 1,00		4,286		1,981		369		176		1,148		612	
Open East Torzas Open East T	Median Score	1,010		1,060		820		910		066		066	
1, 50.0					ť								
2 0.1 2 0.4 0 <td></td> <td></td> <td></td> <td></td> <td>E</td> <td>per Bast Tex</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>					E	per Bast Tex	•						
42 9,01 20,1 20,4 316 59,9 34 32,7 26 36,9 36,9 34,9 22,1 40,9 20,0 </td <td><\$30,000</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td>	<\$30,000							•					
524 34,7 24,9 34,7 24,9 34,9 32,1 34,9 32,1 34,9 32,1 34,9 32,1 34,9 32,1 34,9	0-400	7	0.1	•	0.0	7	4.0	•	0.0	•	0.0	•	0.0
0.00 0.00 <td< td=""><td>401-820</td><td>644</td><td>34.7</td><td>249</td><td>22.4</td><td>316</td><td>59.9</td><td>34</td><td>32.7</td><td>24</td><td>36.9</td><td>21</td><td>43.7</td></td<>	401-820	644	34.7	249	22.4	316	59.9	34	32.7	24	36.9	21	43.7
1,856	821-990	928 406	21.8	317	28.5	141	8. 6. 8. 9.	23 62	22.1	07 E1	20.0	4 4	12.5
1,656 1,112 227 104 655 648 1,112 1054 1055 1054 1055 1	1141-1600	276	14.9		20.9	21	4.0	₩ ;	7.7	∞ ;	12.3	7	14.6
0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0		1,856		•		527 770		104		, , ,		848	
0 0.00 0 0.00 0 </td <td>Median Score</td> <td>016</td> <td></td> <td>266</td> <td></td> <td>2</td> <td></td> <td>8</td> <td></td> <td>6</td> <td></td> <td>9</td> <td></td>	Median Score	016		266		2		8		6		9	
0 0.0 0	330,000 to \$49,999												
40 21.5 192 16.2 79 57.6 10 31.3 18 25.4 9 42 29.7 379 24.1 9 24.1 15.6 11 18.7 3 42 29.7 376 31.7 19 13.9 15.6 11 11 18.7 19 1,433 1,186 20.1 6 4.4 5 15.6 11 18.7 112 18.1 18.1 18.2 9 28.1 9 28.1 18.0 112 18.1 18.1 18.2 2 25.0 0 0.0 0 0 112 18.1 18.1 18.5 23.4 45.9 2 25.0 3 12.0 3 112 18.1 18.1 18.5 23.6 11 25.0 0 0.0 0	0-400	•	0.0	0	0.0	• ;	0.0	0	0.0	0 ;	0.0	0	0.0
422 29.5 376 31.7 19 13.9 9 28.1 15 25.4 3 11 18.7 3 11 18.7 3 11 18.7 3 11 18.7 3 11 18.7 3 15 15 19 19 13.9 9 28.1 11 18.7 19 18.9 9 28.1 11 18.7 19 18.9 9 18 18.7 19 18.9 9 18.9 9 18.9 19 18.9 19 18.9 19 18.9 19 18.9 18.9 19 18.9 19 18.9	401-820	308 640	21.5	192	16.2 32.0	9 8	24.1	<u> </u>	25.0	15 E	5.52 5.4.52	2v RJ	26.3
1,433	991-1140	422	29.5	376	31.7	19	13.9	σ,	28.1	S 1	25.4	M (15.8
1	1141-1600	263	18.3	239	20.1	12.0	4	ر د	13.6	: \$	18.7	7 <u>6</u>	10.5
1 0.2 0 0.0 1 2.0 0.0 0 0.0 0 0.0 <	Median Score	066		1,010		820		975		940		860	
11 0.2 0 0.0 0 0.0 0 0.0 0	\$50,000 to \$59,999												
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	0-400	-	0.2	•	0.0	1	2.0	•	0.0	0	0.0	•	0.0
170 27.5 146 27.9 12 24.5 2 25.0 8 32.0 2 179 29.0 155 29.6 11 22.5 2 25.0 8 32.0 3 618 52.2 14.030 860 940 1,040 1,040 1,060 1,030 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 211 18.6 16.5 34 48.6 5 22.7 2 8.7 4 211 18.6 16.5 34 48.6 5 22.7 2 8.7 4 211 18.6 16.5 34 48.6 5 22.7 2 8.7 4 211 18.6 16.5 34 48.6 5 22.7 2 8.7 4 211 18.6 16.5 34 48.6 5 22.7 2 8.7 4 21 27.5 21 30.0 8 36.4 4 17.4 6 22 23.6 25.0 23.0 1,000 1,100 1,100 1,100 1,100 20 20 20	401-820	112	18.1	8	15.5	53	46.9	7	25.0	m	12.0	M	23.1
179 29.0 153 29.0 11 22.3 2 25.0 8 32.0 3 15 15 15 15 15 15 15 15 15 15 15 15 15	821-990	170	27.5	146	27.9	21 :	24.5	7	22.0	œ (32.0	~	15.4
618 523 49 8 8 25 13 1,030 1,030 860 940 1,040 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,060 1,030 1,030 850 1,030 850 1,030 1,100 22 1,100 1,100 2,22 1,100 1,	991-1140	179	29.0	141	27.0	11	22.5 4.1	7 6	2.50	20 v e	32.0	m v	23.1
1,030 1,030 860 940 1,040 1,040 1,06		618	!	523	i	64	!	100	1	. ฆ		13	
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Median Score	1,030		1,030		860		940		1,040		1,060	
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	\$60,000 to \$79,999												
211 18.6 16.5 34 48.6 5 22.7 2 8.7 4 313 27.5 274 27.2 21 30.0 8 36.4 4 17.4 6 342 30.1 315 31.3 8 11.4 6 27.3 10 43.5 3 0 270 23.8 25.0 7 10.0 3 13.6 7 30.4 2 1,136 1,006 70 850 990 1,100 2.2 860	0-400	•	0.0	0	0.0	,	0.0	0	0.0	0	0.0	•	0.0
313 27.5 274 27.2 21 30.0 8 30.4 4 17.4 6 27.3 10 43.5 3 2 2 27.3 10 43.5 3 2 2 27.3 10 43.5 3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	401-820	211	18.6	166	16.5	34	48.6	so c	22.7	7.	8.7	4.	26.7
0 270 23.8 251 25.0 7 10.0 3 13.6 7 30.4 2 1.136 1,006 70 22 22 13.6 7 30.4 2 15.000 1,030 850 850 990 1,100 $\mathcal{D}_{\mathcal{L}}}}}}}}}}$	821-990	342	30.1	315	31.3	7 8	11.4	0 •0	27.3	7 9	43.5	0 e4	20.0
1,136 1,006 70 22 23 L.100 2.2 1,030 1,030 850 990 1,100 2,2 2.2 2.3 2.3 2,2 2.3 2,2 2.3 2,2 2,2 2,3 2,3 2,3 2,3 2,3 2,3 2,3 2,	1141-1600	270	23.8	152	25.0		10.0	m	13.6	,	30.4	8	13.3
No.	N= Median Score	1,136 1,030		1,006 1,030		8 8 8 9		3 5 3 7 3 7		1,100	Ċ	C	
											V	ソソ	

September St. September	Secretary Secr	ACT*/SAT	Total	1	Anglo	9	Black	ck	Hier	Hispanic	04	Other	Not Reported	city
Section Color Co	Separation Sep	Score by Economic Regions	Rumber	*	Rumber	×	Rumber	×	Number	*	Rumber	*	Number	*
10 0.0	1,000 1,00	\$80,000 to \$99,999												
1,000 1,00	12 12 12 12 12 12 12 12	0-400	•	0.0	•	0.0	•	0.0	•	0.0	•	0.0	•	•
100	1	401-820	37	15.7	34	15.8	1	14.3	•	0.0	7	22.2	•	•
1	1, 100 1	821-990	65	27.7	29	27.5	en -	42.8	7	100.0	0	0.0	-	20.
1	1	991-1140	2	29.8	\$ 6	30.2	(14.3	0	0.0	∢7 (44.5	•	ö
1,040	1,000 1,000 1,000 1,000 1,000 1,000 1,10	1141-1600	63	26.8	70	26.5	7 1	28.6	، د	0.0	m	33.3	•	8
1	1	Median Score	1,040		1,040		066		895		1,100		1,050	
1	10.4 10.4 10.4 10.5	\$100°000¢						,						
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	1,			•	•	•	•	•	•	•	•	:	•	•
The part of the	1,000	0-400	→ €	4.4	ې د		9 6	9.0	-) }	⊣ -		0 (•
1,040 1,04	1,040 1,04	401-820	3 5	11.4	3 8	0.00	,			14.3	٠,	n e	7 -	9
Correction	Correct	221-990	:	7.00	2 5	67.0	4 6		- •	1 6	n (67.9	٠,	2
1,040 1,04	Discose 1,040 1,	991-1140	9 6		25	1.00	> -		nc	20.00	•	9 4	> <	5 6
1,000 1,00	1,000 1,00	0091-1411	286	7.07	245	1	4 64	;	1 ~		, ,		•	•
Core	Decree Core	Median Score	1.040		1,040		910		1,060		930		820	
10	The company contracts The company contracts The company contracts The company contracts The contract		•		•									
205 30.2 75 20.3 39 56.5 4 44.5 26.7 6.3 19 56.5 19 10 10 10 10 10 10 10 10 10 10 10 10 10	COTE 205 30.2 75 20.3 39 56.5 4 44.5 26.7 26.7 26.7 26.7 26.7 26.7 26.7 26.7	ousehold Income												
200 0.0 0 0.0 0 0.0 0 0.0 0 0 0.0 0 0 0.0 0 0 0.	205 30.2 75 20.3 39 66.5 4 44.5 24 26.7 194 20.3 20.3 20.3 20.3 20.3 20.3 20.3 20.3	or keported												
150 20.2 20.2 20.3 20.3 20.5 2	205 30.2 7 10.3 20.3 39 20.5 4 44.5 24 26.7 10.1 1 2 22.2 2 27.2 11.0 1 16.2 24.9 11.3 20.5 7 10.1 2 22.2 2 27.2 27.2 11.0 16.2 24.9 11.3 20.5 7 10.1 2 22.2 2 27.2 27.2 27.2 27.2 27.2 27.	0-400	0	0.0	۰;	0.0	0	0.5	o ·	0.	0	0.0	0	•
194 24.7 1109 27.5 17 27.7 2 27.2 2 2 2 2 2 2 2 2 2	core 159	401-820	202	30.2	2 :	20.3	6 F	76.0	₫ 6	0.00	5 7 8	26.7	63	45.
100 100	100 100	821-990	461	7.87	80 F	7.67	7.	7.67	n c	23.3	67 6	32.2	37	7.97
Southbeast Texas 1,005	Southeast Texas 8 outheast Texas 9 outheast Te	1141-1140	911	16.2	42	20.0	~ •	2.8	10	7 0	3 =	13.3	77 8 I	3 5
Southeast Texas 940 1,005 800 860 970 860 970 860 970 860 970 860 970 960 970 960 970 960 970 960 970 960 970 960 970 960 97	80utheast Texas 80uthe		678		370		69	:	, o	•	18		140	
80utheast Texas 1 0.0 0 0.0 0 1 0.1 0.1 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	Southeast Texas 1 0.0 0 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0	Median Score	940		1,005		800		860		970		860	
8 outheast Texas 1 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.	8 outheast Texas 1 0.0 0 0.0 1 0.1 0 0.0 0.0 0.0 0.0 0.0													
1 0.0 0 0.0 1 0.1 0.1 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.	1 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0					8	utheast Tex							
1 0.0 0.0 0.0 1 0.1 0.1 0.0 0.	1 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0.0 0.0	330,000							ſ					
927 40.0 222 24.8 476 58.6 145 41.1 75 30.4 9 807 34.8 13.4 25.2 31.0 144 40.8 75 30.4 2 347 15.0 193 21.6 56 7.0 43 12.2 54 21.8 1 2,318 894 812 353 247 12.4 870 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 0 342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 0 561 36.7 370 36.6 88 34.9 52 17.3 36 25.9 0 57.0 24.0 20.2 6 2.4 19.9 14.9 15.9 16.0 0 57.0 25.4 16.6 20.2 25.5 15.4 12.4 49.2 17.3 36 25.9 0	927 40.0 222 24.8 476 5866 145 41.1 75 30.4 807 34.8 33.4 37.4 252 31.0 144 40.8 75 30.4 807 24.8 15.0 193 21.6 56 7.0 43 12.2 54 21.8 808 24.999 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 849.999 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 849.999 0 0.0 0.0 0 0.0 0 0.0 0.0 0.0 849.999 0 0.0 0.0 0 0.0 0 0.0 0.0 849.999 0 0.0 0.0 0 0.0 0 0.0 0.0 849.999 0 0.0 0.0 0 0.0 0 0.0 849.999 1.529 15.4 155 15.4 13.5 22 41.0 49 35.2 849.999 1.529 16.6 20.2 6 2.4 19 14.9 25 18.0 840.999 1.529 16.6 20.2 6 2.4 19 14.9 25 18.0 840.999 1.529 16.6 20.2 6 2.4 19 14.9 25 18.0	0-400	_	0.0		0.0	-	0.1	c	0.0	c	9	•	
807 34.8 334 37.4 252 31.0 144 40.8 75 30.4 2 347 15.0 193 21.6 56 7.0 43 12.2 54 21.8 1 core 870 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 349,999 0 0.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	807 34.8 334 37.4 252 31.0 144 40.8 75 30.4 347 15.0 193 21.6 56 7.0 43 12.2 54 21.8 2 236 10.2 145 16.2 27 3.3 21 5.9 43 17.4 812 353 247 849,999 0 0.0 0.0 0 0.0 0.0 0.0 0.0 0.0 342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 561 36.7 370 36.6 88 34.9 52 41.0 49 35.2 572 24.3 280 27.8 34 13.5 22 17.3 36 25.9 1,529 1.009 20.2 6 2.4 19 14.9 25 18.0	401-820	927	0.04	222	24.8	476	58.6	145	41.1	75	30.4	•	75.0
347 15.0 193 21.6 56 7.0 43 12.2 54 21.8 1 236 10.2 145 16.2 27 3.3 21 5.9 43 17.4 0 core 870 930 790 860 43 17.4 0 \$49,999 0 0.0 0 0 0 0 0 0 0 0 \$49,999 0 0 0 0 0 0 0 0 0 0 0 0 \$49,999 0	0 236 10.2 145 16.2 27 3.3 12.2 54 21.8 2.318 894 812 235 247 17.4 812 27 3.3 21 5.9 43 17.4 812 22.4 15.9 15.4 12.4 49.2 34 26.8 29 20.9 561 36.7 370 36.6 88 34.9 52 41.0 49 35.2 854 16.6 20.4 20.2 6 2.4 19 14.9 25 18.0 855 1.009 20.2 24.1 15.0 1.009 20.2 17.3 36 25.9 855 1.009 20.2 24.1 15.9 14.9 14.9 14.9 14.9 14.9 14.9 14.9 14	821-990	807	34.8	334	37.4	252	31.0	144	8.04	22	30.4	. 7	16.7
0 236 10.2 145 16.2 27 3.3 21 5.9 43 17.4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	236 10.2 145 16.2 27 3.3 21 5.9 43 17.4 2,518 884 812 353 247 247 core 870 930 790 860 940 \$49,999 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 561 36.7 370 36.6 88 34.9 52 41.0 49 35.2 372 24.3 280 27.8 34 13.5 22 17.3 36 25.9 0 1,529 1,009 20.2 6 2.4 19 14.9 25 18.0	991-1140	347	15.0	193	21.6	26	7.0	43	12.2	54	21.8	-	80
2,318 894 812 353 247 12 870 930 790 860 940 12 \$49,999 0 0.0 0 0.0 0 0.0 0 0.0 0	2,318 894 812 353 247 \$70 860 940 940 \$49,999 0 0.0 0 0.0 0.0 0.0 \$49,999 0 0.0 0 0.0 0.0 0.0 0.0 \$49,299 342 22.4 155 15.4 124 49.2 34 26.8 20.9 \$49,299 370 36.6 88 34.9 5.2 41.0 49 35.2 \$51 24.3 280 27.8 34 13.5 22 17.3 36 25.9 \$6 25 16.6 20.4 20.2 6 2.4 19 14.9 25 18.0 \$6 25 1,009 25.2 2.4 19 14.9 25 18.0 \$6 25 26 2.4 19 14.9 25 18.0 \$6 25 26 2.4 19 14.9	1141-1600	236	10.2	145	16.2	27	3.3	21	6.5	43	17.4	0	•
S49,999 870 860 940 820 \$49,999 0 0.0 0 0.0 0 0.0 0<	\$49,999 0 0.0 </td <td>922</td> <td>2,318</td> <td></td> <td>894</td> <td></td> <td>812</td> <td></td> <td>353</td> <td></td> <td>247</td> <td></td> <td>12</td> <td></td>	922	2,318		894		812		353		247		12	
\$49,999 0 0.0 0 0.0 0 0.0 0 0.0 0 342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 0 342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 0 561 36.7 370 36.6 88 34.9 52 41.0 49 35.2 2 372 24.3 280 27.8 34 13.5 22 17.3 36 25.9 0 0 25 16.6 20.2 6 2.4 19 14.9 25 18.0 0	\$49,999 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	Median Score	870		930		790		860		940		820	
342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 561 36.7 37.2 22.4 155 15.4 124 49.2 34 26.8 20.9 561 36.7 37.0 36.6 88 34.9 52 41.0 49 35.2 372 24.3 280 27.8 34 13.5 22 17.3 36 25.9 0 254 16.6 20.4 20.2 6 2.4 19 14.9 25 18.0 1,529 16.09 20.2 25.2 2.4 19 14.9 25 13.9	900 970 000												
20 0.0 <td>20 0.0</td> <td>30,000 to 347,777</td> <td></td> <td></td> <td></td> <td></td> <td>,</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	20 0.0	30,000 to 347,777					,							
342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 0 561 36.7 370 36.6 88 34.9 52 41.0 49 35.2 2 372 24.3 280 27.8 34 13.5 22 17.3 36 25.9 0 5 25.4 16.6 20.4 20.2 6 2.4 19 14.9 25 18.0 0	342 22.4 155 15.4 124 49.2 34 26.8 29 20.9 561 36.7 370 36.6 88 34.9 52 41.0 49 35.2 372 24.3 280 27.8 34 13.5 22 11.3 36 25.9 554 16.6 204 20.2 6 2.4 19 16.9 25 18.0 1,529 16.09 20.2 6 2.4 19 16.9 25 18.0	0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
561 30.7 37.0 30.0 88 34.9 52 41.0 49 35.2 2 1 372 24.3 280 27.8 34 13.5 22 17.3 36 25.9 0 0 2.4 19 14.9 25 18.0 0	561 36.7 370 36.6 88 34.9 52 41.0 49 35.2 372 24.3 280 27.8 34 13.5 22 17.3 36 25.9 5 25 16.6 20.2 6 2.4 19 14.9 25 18.0 5 1,529 1,009 25.2 2.4 14.9 25 18.0	401-820	342	22.4	551	15.4	124	49.2	46	26.8	53	20.9	0	0
3/4 200 200 200 20 2.4 19 14.9 25 18.0 0	254 16.6 20.2 6 2.4 19 16.9 25 18.0 1,529 1,009 25.2 12.7 14.9 13.9 18.0 1,529 1,009 20.2 12.7 12.7 13.9 13.9 13.0 13.0 13.0 13.0 13.0 13.0 13.0 13.0	821-990	561 373	30.7	3,0	30.0	20 ×	34.9	33	91.0	4	35.2	7	100.0
0 0.01 77 1.11 1.11 2.21 1.01 1.01 1.11 1.11 1.11	1,529 1,009 252 1,7 1,1 1,539 1,009 2,54 1,009 2,54 1,009 1,	991-1140	3/2	24.3	700	6.72	*	13.5	7 0	17.5	8 Y		0	9.0
	CT	1141-1600	7 5	0.07	700	7.07	36.		12.1		1 <u>5</u>	7.01	,	•

Table 31, continued

(N)

Second Page	Score by Economic Regions	Total	lei	Anglo	0	Black	ķ	Biepanic	nate	Other	er.	Not Reported	orted
13		Rumber	*	Rumber	H	Rumber	×	Rumber	*	Rumber	*	Number	*
15	\$50,000 to \$59,999												
135 11.0 12.0 1	0-400	•	0.0	•	0.0	0	0.0	0	0.0	0	0.0	0	0.0
10	01-820	139	21.0	8	18.2	4 6		'n	15.6	~ ;	19.4	0 (0.0
1,000	821-990	9 <u>2</u> 5	9. 9	130	3/.8	<u> </u>	9 -	9 •	9.00	2 5	27.0	> 0	9 6
1,000	991-1140	è 5	7.5	67 84	16.7	2 •	3.6	9 64	4	3 6	25.0	-	100
1,460	1141-1900 T-1411	101	:	\$10		8 4	}	32		36	: }	-	
17 16.1 11 11 11 11 11 11	Median Score	950		96		860		945		1,035		1,460	
1,000		,											
1	\$60,000 to \$/9,999	,	,	•	•	•	•	•	•	•	•	•	•
1,100	0-400	۰:	0.	٥:	0 5	۰ :	9	9	9.6	> •		.	9
25	401-820	171	16.1	111	13.5	2 6	20°0	2:	25.3	٠ <u>٣</u>	26.0	4 6	15.4
1,004	821-990	176	30.5	125	9.00	86	24.6	: :	2.12	2 2		4 ~	2 2
1,064 1,000 1,000 1,000 1,10	991-1140	250	26.4	88	25.4) 	2.0	•	19.0	2	38.7	•	46.1
1,050 1,050 1,050 1,050 1,14	7007-1417	1.064		820		114	:	42	1	2		13	•
99 0 0,0 0	Median Score	1,030		1,030		910		995		1,080		1,140	
29 0		•											
0 0,0	\$80,000 to \$99,999												
49 14,3 39 12,9 11 47,8 2 10.0 3 7.0 0 0 15,2 11 47,8 10.0 16 37,2 0 0 0 0 15,00 16 37,2 0	400	c	0.0	•	0.0	0	0.0	0	0.0	0	0.0	0	0.0
122 35.6 68 34.2 8 34.8 10 50.0 16 20.9 0 0 9 20.9 0 <td>401-820</td> <td>. 64</td> <td>14.3</td> <td>33</td> <td>12.9</td> <td>=</td> <td>47.8</td> <td>7</td> <td>10.0</td> <td>m</td> <td>7.0</td> <td>0</td> <td>0.0</td>	401-820	. 64	14.3	33	12.9	=	47.8	7	10.0	m	7.0	0	0.0
79 23.0 63 24.5 3 13.0 4 20.0 15 20.9 0 1,000 1,010 840 23 4 20.0 15 20.9 0 1,000 0.0	821-990	122	35.6	80	34.2	60 1	34.8	9	50.0	16	37.2	0	0.0
1,000 0,00 <t< td=""><td>991-1140</td><td>23</td><td>23.0</td><td>2 1</td><td>24.5</td><td>.</td><td>13.0</td><td>∢ •</td><td>20.0</td><td>و د</td><td>20.9</td><td>0</td><td>0.0</td></t<>	991-1140	23	23.0	2 1	24.5	.	13.0	∢ •	20.0	و د	20.9	0	0.0
1,000	1141-1600	N 8 8	7./7	257	* 07	។ ភ	;	50 1	2.04	3 2		•	?
0 0.0 0 0.0 0 <td>Median Score</td> <td>1,000</td> <td></td> <td></td> <td></td> <td>840</td> <td></td> <td>980</td> <td></td> <td>1,030</td> <td></td> <td>:</td> <td></td>	Median Score	1,000				840		980		1,030		:	
0 0													
10 0.0	\$100,000								,				
47 11.7 36 11.3 4 22.2 4 10.7 3 1.5 4 10.5 11.3 4 1.5 6 1.6 <	0-400	0 !	o (۰;	0.0	0	0.0	۰ ۰	0 ;	۰ ،	0.0	0 (0.0
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9, 9, 9, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	991-1140	931	24.5	464	29.6	8	11.5	25	22.0	245	21.6	132	24.7	
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Countral Toras 9 9 0.1 0 0.0 0.0 2 0.3 1 0.2 0 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	Median Score	1,000		1,060		820		910		066		066		
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2 0.1 1 0.4 0 0.0 0 </td <td>Medical Scotte</td> <td>3,270</td> <td></td> <td>1,750</td> <td></td> <td>621 820</td> <td></td> <td>565</td> <td></td> <td>296</td> <td></td> <td>8 6</td> <td></td> <td></td>	Medical Scotte	3,270		1,750		621 820		565		296		8 6		
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584 28.0 322 29.2 10 14.3 30 25.9 18 24.7 4 0 377 27.4 314 28.5 6 8.6 20.7 30 41.1 3 1,375 1,103 70 885 990 1.100 1.030	821-990	413	30.0	328	29.7	28	40.0	37	31.9	91	21.9	4	30.8	
1.30	991-1140	184	28.0	322	29.5	g `	14.3	30	5.5 6.5	18	24.7	∢ ,	30.8	
1,030 1,030 885 990 1.100	1141-1900	1.375	B-/7	1.103	C. 82	• <u>6</u>	e 8	7,7	7.02	3 20	41.1	m <u>r</u>	23.0	
	Median Score	1,030		1,030		885		066		1,100		1,030		

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CV2

Pagictan	Number S Num	ACT*/SAT	Total	7	Anglo	ol lo	Black	ck	Hispanic	anic	Other	ler	Bthn Not Re	Ethnicity Not Reported
Column C	Secret 1,000 1,0	Score by Economic Regions	Number	*	Number	ĸ	Number	ĸ	Number	*	Number	*	Number	×
100 100	10	\$60,000 to \$79,999												
1 Secret 1,080 19.9 44 414 34 24.7 19 15.1 14 11.7 4 14.0 15.1 14 11.7 4 14.0 15.1 14 11.7 4 14.0 15.1 14 11.7 4 14.0 15.1 14 11.7 14 14.0 15.1 14 17.	1.00	0-400	-	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0
Secretary 1,000	Secret 1,000 1,1	401-820	326	12.9	230	10.9	43	41.4	35	21.1	14	11.7	4	11.8
1 1 1 1 1 1 1 1 1 1	1, Secret 1, 100	821-990	288	23.2	499	23.6	76	25.0	41	24.7	19	15.8	m	æ.
Secret 1,000 1,0	Secret 1,000 1,0	991-1140	789	31.1	683	32.4	ສ:	24.0	7	24.7	5	21.7	4.	41.2
1 Secret 1,000 1,001 1,000 1,000 1,000 1,1	1 Secret 1,000 1,000 1,000 1,000 1,000 1,000 1,1	1141-1600	831	32.8	266	33.0	9 2	••	7 7	59.5	1 6	8.00	13	38.2
Color Colo	10	N= Median Score	1,060		1,060		875		1,020		1,170		1,080	
15 15 15 15 15 15 15 15	1,000													
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Secret 1,000 221 227	Secretary 1,000 227 22	401-820		w . c	4 5	٠,٠	20 0	33.3	∞ σ	20.0	7 V	0.71	- 6	16.7
Secretary Graph	Section Color Co	821-390	221	32.7	1961	34.0	. •	25.0	• •	15.0	`#	37.9	8	33.3
Secre 1,080	Secre	1141-1600	237	35.1	202	35.5	-	4.2	17	42.5	11	37.9	m	20.0
1,000	1,080	-2	929		577		24		40		29		•	
Color	Color	Median Score	1,080		1,080		885		1,090		1,100		1,150	
Color Colo	Score Color Colo	100,000							•					
Color	Column C			,	•	,	•	,	•	,	•	,		
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Score	Secretary 1,000	401-820	29	• •	4	٠,٠	er w	20.3	7 6		7 :	2.9		25.0
Score 1,100	Score 1,100 1,10	821-990	240	 	220	30.0	-		· -	23.3	1 =	31.4	-	3 %
Score 1,100	Score 1,100 1,100 870 1,100	1141-1600	322	39.6	296	40.3	-	9.1	17	40.0	12	34.3	-	25.0
Score	Score 1,100 1,100 8/0 1,090 1,100	-	814		734		= {		90		38		7	
d Income 0 0.0 0 0.0 0 <t< td=""><td>d Income 0 0.0<</td><td>Median Score</td><td>1,100</td><td></td><td>1,100</td><td></td><td>0/8</td><td></td><td>1,090</td><td></td><td>1,100</td><td></td><td>1,005</td><td></td></t<>	d Income 0 0.0<	Median Score	1,100		1,100		0/8		1,090		1,100		1,005	
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40 329 24.0 204 30.9 10 10.0 18 20.0 60 19.3 37 600 13.24 26.0 219 33.2 8 8.0 4 4.4 85 27.3 38 11,364 660 1,060 83.0 860 980 910 Score 1,000 0.0 0.0 15 0.1 0 0.0 0 5,546 46.5 410 20.8 354 54.0 4,495 52.2 160 32.6 127 600 1,054 8.8 381 19.4 24 3.7 567 6.6 68 13.9 14 600 11,925 11,969 655 8,616 646 491 13.9 14	40 329 24.0 204 30.9 10 10.0 18 20.0 60 19.3 37 38 10 10.0 10.0 18 20.0 60 19.3 37 38 10 10.0 10.0 10.0 10.0 10.0 10.0 10.0	#01-020 #01-020	361	26.5	150	22.7	33	33.0	33	36.7	2 [6	29.3	8	26.6
1,364 26.0 219 33.2 8 8.0 4 4.4 85 27.3 38 20 1,364 660 100 100 90 311 203 203 1,060 1,060 1,060 1,060 1,054 8.8 384 24,45 2,522 160 32.4 39 1,954 8.8 381 19.4 24 3.7 567 6.6 68 13.9 14 6 655 1,955 1,959 655 8,616 6,61 6,91 1,94 1,	Score	991-1140	329	24.0	204	30.9	2	10.0	18	20.0	9	19.3	37	18.2
Score 1,364 660 100 90 311 203 Score 1,060 830 860 910 203 Score 1,060 0.0 0.0 0.0 15 0.1 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	1,364 660 100 90 311 203 203 204 204 205	1141-1600	354	26.0	219	33.2	∞	8.0	4	4.4	85	27.3	38	18.7
Scorte 1,000 1,000 830 860 980 910 910 800 810 800 810 810 810 810 810 810 8	South Texas South	-	1,364		099		100		06		311		203	
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401-820	5 7 9	12.9	61	0.11	∢ (66.7	~ ~	16.7	0 (0.6
821–990	Q (24.3	6	22.5	7 0	22.5	۰ م	0.00	۰، ۲	77.7
991-1140	6 4	20.7) v	3 - 1 - 2	o c		n –	, «,	n ≪	2.44
1141-1000	202		5.5		•	;	12	;	· 6)
Median Score	1,060		1,080		795		940		1,140	
\$100,000										
		•	•	0	c	0	•	0.0	c	0.0
0=400 401::830	25 0	9.11	20	11.0	•	•	m	27.2		6.9
821-990	۱ S	23.7	45	23.2	•	0.0	4	36.4	4	25.0
991-1140	. 61	28.9	9	33.2	•	0.0	0	0.0	-	6.3
1141-1600	22	35.5	29	32.6	-	100.0	∢ ;	36.4	2	62.4
	211		181		-		1		16	
Median Score	1,070		1,070		1,310		910		1, 195	
Homeshold Income										
Not Reported										
0-400	•	0.0	0		0	0.0	0	0.0	0	0.0
401-820	117	27.2	4		•	42.9	55	40.7	17	22.7
821-990	129	30.0	55		n	35.7	2 5	27.8	77	36.0
991-1140	108	1.8.1	6.0	20.6	7 -	7.1	21	13.0	13	17.3
	430		204		14	:	54		2	<u>:</u>
Median Score	930		1,025		870		875		950	
				5	Upper Rio Grande	ape				
<\$30,000				•						
0-400	m	0.1	1	0.5	•	0.0	7	0.0	0	0.0
401-820	1,171	43.5	40	19.6	65	46.4	1,022	46.4	32	26.2
821-990	887	32.9	57	27.9	47	33.6	740	33.6	04 6	32.8
991-1140	431	16.0	19	29.9	2,3	16.4 2.4	31/	14.4	3 %	20.5
1141-1600	107	?	204	1.77	140	9	2.204	•	221	
Median Score	860		1,010		840		840		970	
\$30,000 to \$49,999			,	,	,	,	ı	,	,	,
0-400	0	0.6	0 9		۰ :	0 0	0 ;	0 6	o v	0.0
401-820	303	5.62	7 €	0.42	22	0.67 8.99	268	0.4% 0.4%	° ¢	63.2
821-990 991-1140	244	22.9	; [30.1	•	12.8	145	20.3	2 (29.9
1141-1600	141	13.2	4	18.6	w į	10.6	79	11.1	21	17.9
	1,069		236		. 47		713		67	
Median Score	A26		2		0 0 0		2		770	

Table 31, continued

1 d (3) 10)

50.0

Ethnicity
Not Reported
Number 2

Table 31, continued

. •.;

score by Economic Regions										1		
	Rumber	ĸ	Number	ĸ	Number	ĸ	Number	×	Rumber	×	Number	*
\$50,000 to \$59,999												
0-400	0	0.0	•	0.0	•	0.0	•	0.0	•	0.0	•	ö
401-820	2	20.1	60	8.8	'n	33.3	55	29.6	7	7.7	0	0.0
821-990	114	32.8	36	30.5	•	0.0	69	37.1	∞	30.8	-	33.
991-1140	8	26.0	38	32.2	•	40.0	37	19.9	•	34.6	0	ċ
1141-1600	7.	21.1	98	30.5	∢ ;	26.7	ສຸ	13.4	~ ;	26.9	~	99
	W 4		118		1 6		180		500		m .	
Median Score	785		1,080		1,040		CTK		1,065		1,210	
\$60,000 to \$79,999												
		•	•	•	•	•	•	,	<	•	•	•
0-400	7 ::	7 0	۶ د	•	> <		۷ ک		> <	9	> <	• •
401-820	117	V 00	7 -	3, 4,5		7 7		20 c	' :	, ,	.	•
021-330 001-1160	165	27.6	22	80.9	i vi	35.7	25	25.4	12	28.6	-	9
1141-1600	137	22.9	63	26.5	m	21.4	52	17.6	11	35.7	1 47	40.0
	299		238		14		295		42		91	
Median Score	1,000		1,030		1,015		970		1,060		1,045	
\$80,000 to \$99,999												
	•	•	•	•	•	•	•	•	•	•	•	•
0-400	٠,	9 9	-	•	-	9	• :		٠.		5 (•
401-820	ឧ	13.7	n :	4.5	n -	22.5	* :	7.67	→ •		5 (•
821-990	75	78.4	5 7	7.67	- ←		7 7	0.07	~ •	9.0	5 (•
991-1140	7	? ? ? ?	2 6		•	•	9 5	20.00	> •		•	2.0
1141-1000	3 5	7	2 6	?	•	•	1 5		` <u>=</u>		•	•
X-44-00 Scotte	100		1.080		795		1.020		928		>	
BIODS THEODER					1							
\$100,000												٠
0.400	•	0.0	•	0.0	•	0.0	•	0.0	•	0.0	•	0
401-820	27	12.6	9	9.1	•	0.0	13	16.9	4	16.0		c
821-990	. .	30.4	33	30.3	-	50.0	56	33.8	4	16.0	-	100.0
991-1140	67	31.3	34	31.2		0.0	ฆ	32.4	∞	32.0	•	•
1141-1600	55	25.7	32	29.4	-	20.0	13	16.9	•	36.0	•	•
	214		109		7		77		ສ		-	
Median Score	1,025		1,050		1,050		066		1,030		066	
msehold Income											,	
Not Reported					•							
0-400	•	0.0	0	0.0	0	0.0	0	0.0	•	0.0	•	0
401-820	178	41.9	12	17.4	4	33.3	96	47.4	55	48.7	17	41.5
821-990	127	29.9	19	27.5	'n	41.7	29	31.0	35	31.0	σ.	22.0
991-1140	18	19.0	20	29.0	m	25.0	31	16.3	19	16.8	∞	19.5
1141-1600	33	9.5	81	26.1	0	0.0	o ;	5.3	4	3.5	7	17.0
-	425		69		12		190		113		41	
Median Score	860		1,030		880		840		840		860	

Number X Num	SAT Score by		Total	₽¥	Anglo	81,	Black	H16	Hispanic	120	Other
2,509 46.74 11.000 11.000 12.0.43 1.000 13.0.45 1.000 13.0.45 1.000 13.0.45 1.000 13.0.45 1.000 13.0.45 1.000 13.0.45 1.000 13.0.000 13.0.45 1.000 13.0.000 13.0.45 1.000 13.0.000 13.0.45 1.000 13.0.000	Squeelon Level		 	Rumber	ĸ	Rumber	"	Number	H	Number	*
2, 39 0.06 10 0.00 12 0.43 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	Algh School										
2,509 46,74 161 30.04 31 66,17 11,823 54485 1,1862 46,74 1,182 54,485 1,1862 46,74 1,181 13.00 13.2 24,48 1,181 13.00 13.2 24,48 1,181 13.00 13.2 24,48 1,181 13.00 13.7 11 25,74 1,182 54,81 13.00 13.00 13.7 11 2.0 1 1.0 1 1.0 1.0 1 1.0 1.0 1 1.0 1.0 1	0-400	•	90.0	•	0.00	•	0.43	-	0	c	6
1,869 34,82 199 37,12 111 131	401-820	2,509	46.74	191	30.04	311	66.17	1.823	48.85	214	33.91
741 13.00 132 24.63 31 6.60 457 12.23 5,366 4.58 535 760 10.00 5,366 1.50 1.00 0.00 0.00 0.00 5,361 31.62 1.00 1.00 0.00 0.00 5,362 32.02 1.00 1.00 1.00 3.72 1.00 10,41 22.72 1.177 26.96 13.66 1.62 1.00 10,42 2.32 1.00 1.00 1.00 1.00 10,42 2.32 1.00 1.00 1.00 1.00 10,42 2.32 1.00 1.00 1.00 1.00 10,42 2.32 2.02 1.00 1.00 1.00 10,43 2.32 4.21 1.00 1.00 1.00 10,40 2.00 1.00 1.00 1.00 10,40 2.00 1.00 1.00 1.00 10,40 2.00 1.00 1.00 1.00 10,40 2.00 1.00 1.00 1.00 10,40 2.00 1.00 1.00 1.00 10,40 2.00 1.00 1.00 10,40 2.00 1.00 1.00 10,40 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 1.00 1.00 10,50 2.00 2.00 2.00 10,50 2.	821-990	1,869	34.82	199	37.12	121	25.74	1,336	35.81	213	33.76
5,246 4.35 54 8.21 5 1.06 114 3.06 114	991-1140	741	13.80	132	24.63	31	9.60	457	12.25	121	19.18
1,506 1,000 0,00	0091-1911	240	BC.4	8	8.21	'n	1.06	114	3.06	83	13.15
### 10.00 0.00 0.00 0.00 0.00 0.00 0.00	Median Score	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		8 28 828		470 760		3,731 830		631 910	
9,561 11,655 1,041 20,41 1,020 58.77 1,271 36.54 4,250 38-01 1,957 32.41 1,020 58.77 1,404 60.37 1,251 38-01 1,375 26.96 13.68 13.68 13.6 1,734 61.77 1,181 5,101 1,375 26.96 13.68 13.68 13.68 13.68 13.73 14.74 11.77 14.74 11.77 14.74 11.77 14.74 20.05 10.02 3,478 36.48 5.35 11.82 3.767 14.68 20.08 10.08 10.08 10.02 3,478 20.89 11.94 20.89 11.94 20.89 11.94 20.89 10.02	Bigh School Graduate/ Equivalent										
4,561 31,500 1,041 20,41 1,020 58.77 1,214 56.54 4,250 38.01 1,937 38.95 38.01 1,21 1,644 617 17.74 1,045 9.35 1,975 38.95 13.6 13.2 1,644 5.35 1,181 9.00 1,975 28.96 13.6 1,774 17.74 900 1,181 9.00 1,796 1,796 1,994 29.9 8,776 22.76 2,005 11,621 45.17 11,944 29.99 8,776 22.92 4,901 30.00 1,132 1,194 29.99 8,546 4,210 30.40 1,227 11,944 29.99 1,194 9,547 22.92 1,265 19.14 13.2 1,194 29.99 1,105 20.00 1,00 10.00 10.00 10.00 10.00 1,107 1,087 2,34 31.2 1,194 20.99		•		•	;	•	;		;		
4,250 36.01 1,987 38.95 542 31.22 1,604 40.37 1,181 9.179 1,375 26.96 13.66 1,794 1,604 40.37 117.74 1,181 9.101 1,375 26.96 13.67 14.86 5.35 117.74	401-820	3.561	31.85	1.041	20.41	1,020	0.00	0 (1	0.0	0 6	9:
2,325 20.79 1,375 26.96 13.6 7.94 617 17.74 11.181 9.05 13.6 13.6 13.6 13.6 13.6 13.6 13.6 13.6	821~990	4,250	38.01	1,987	38.95	542	31.22	1.404	40.37	412	26.44
11,045 9.35 9.698 13.68 13.68 1.736 2.07 1166 5.35 9.00 11,181 900 950 950 950 950 950 950 950 950 950	991-1140	2,325	20.79	1,375	26.96	138	7.94	617	17.74	195	22.52
1,121 950 1,736 3,478 3,478 950 1,001 1,736 1,494 29,438 8,474 22.76 2,002 1,621 45.17 1,494 29,89 8,776 22.76 2,003 15.32 15.66 1,621 45.17 1,494 29,89 24,025 25.92 4,901 35.59 1,322 37.67 1,994 39,49 24,025 13,447 25.99 13,32 37.67 1,994 22.09 950 13,447 3,589 3.76 4,999 4,999 1,04 2,405 13,47 3,589 3.76 4,999 1,04 950 900 0.00 0.00 0.00 1 0.05 2,187 11,447 32.56 33,53 33,50 39,81 17,64 9,703 20,01 0.00 0.00 0.00 0.00 10.05 10.05 1,030 1,030 1,040 1,040	1141-1600	1,045	9.35	698	13.68	98	2.07		5.35	125	14.43
5 0.02 1 0.01 3 0.08 1 0.02 6,776 36.48 4,901 35.39 1,521 45.17 1,494 22.89 6,235 25.92 4,201 35.39 1,352 37.67 1,974 39.49 8,265 14.62 2,606 19.14 35.39 1,33 1,104 22.08 2,655 14.62 15.64 19.14 3,589 4,999 4,299 1,104 22.08 2,167 11.47 1,087 7.34 3,589 4,999 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 1,104 22.08 22.08 22.08	Median Score	181 11		950 950		1,736		•		88 6 8 0 4 8 0 4	
5,474 22.76 2,085 15.06 1,621 45.17 1,494 29.89 8,775 25.76 4,991 35.39 1,521 45.17 1,494 29.89 8,775 25.92 4,201 30.40 458 37.6 1,974 32.49 8,755 14,82 2,650 19.14 135 3.76 4,999 32.49 24,055 14,827 19.14 13.847 13.89 14.44 22.08 24,055 14,877 14.87 14.89 14.89 18.19 19.0 24,055 11,47 1,887 7.94 535 33.50 39.8 18.19 5,167 20.01 0.00 0.00 0.00 1.00 10.05 10.05 10.05 11.05 5,167 20.13 14,87 32.56 33.50 33.65 35.65 35.65 35.65 35.65 35.65 35.65 35.65 35.65 35.65 35.65 35.65 35.65	Some College										
5,444 22.76 22.76 2.765 1,621 45.17 1,494 29.89 6,235 25.42 4,901 30.40 478 13.5 37.67 1,944 22.89 6,235 25.92 4,210 30.40 478 135 3.76 4,299 4.20 24,055 14.82 2,650 19.14 3,589 4,999 4,999 4,999 24,055 11.487 7,94 2,589 4,999 4,999 4,999 2,187 11.47 1,087 7,94 535 33.50 398 18.19 2,187 11.47 1,087 7,94 535 33.50 398 18.19 2,187 11.47 1,087 7,94 535 33.50 398 18.19 2,187 11.47 1,087 7,94 535 33.50 398 18.19 3,511 30.47 4,281 31.27 11.597 27.188 17.64 1,04 1,030 13,689 1,597 2,188 17.64 1,04 1,030 1,060 1 0.00 1 0.00 2,002 2,002 1,000 1 0.00 1 <t< td=""><td>0-400</td><td>8</td><td>0.02</td><td>-</td><td>0.01</td><td>•</td><td>90.0</td><td>-</td><td>0.02</td><td>0</td><td>0.0</td></t<>	0-400	8	0.02	-	0.01	•	90.0	-	0.02	0	0.0
6,235 25.92 4,210 30.40 135 1.37 1,1974 22.08 24,055 14.62 2.650 19.14 1.58 15.22 1,104 22.08 24,055 14.62 2.650 19.14 1.589 15.29 4,999 1.000 0.000 1 0.000 1 0.005 1.0	401-520	5,47¢	22.76	2,085	15.06	1,621	45.17	1,494	29.89	274	16.91
2,565 14.62 2,650 19.14 135 3.76 426 8.52 24,055 19.04 0.00 0.00 1 0.05 950 11.47 1,087 7.94 33.50 39.6 18.19 5,705 29.92 3,664 28.23 639 40.01 780 38.65 5,811 30.47 4,457 32.56 31.2 19.54 623 28.45 5,865 28.13 4,457 32.56 31.2 19.54 623 28.65 5,865 28.13 13.689 1,597 2,188 17.64 1, 15,069 1,060 1,000 0.00 1,000 1, 2,005 0.01 0.00 1 0.06 1, 2,005 8.81 911 5.64 33.13 418 16.54 5,443 23.92 22.24 56.25 33.05 22.24 56.25 23.43 1, 6,579 28.92 5,025 31.05 31.2 26.57 25.27 23.43 1, 1,080 1,080 1,000 910 910 910 1.005 1,	991-1140	6,235	25.92	4.210	30.40	478	13.32	1,974	39.49	0.44 6.43	33.89
24,055 13,847 3,589 4,999 1,05 950 950 960 1,065 1,067 1,067 1,067 2,187 11,47 1,087 7,94 53.5 33.50 39.6 18.19 5,187 11,47 1,087 7,94 53.5 33.50 39.6 18.19 5,187 11,47 1,087 7,94 53.5 33.50 39.6 18.19 5,181 30.47 4,221 31.2 11 6.95 38.6 17.64 19,069 13,669 1,369 1,597 2,188 17.64 1, 19,069 1,030 1,060 0.00 1 0.06 1, 1,030 1,030 1,060 1 0.00 1 0.04 2,005 8.81 911 5.63 36.7 86.4 34.19 2,005 8.92 25.25 36.07 86.4 34.19 6,579 28.92 5,025 31.05 25.27 25.27 2,721 1,060 1,100 910 910 12.7	1141-1600	'n	14.82	2,650	19.14	135	3.76	426	8.52	356	21.85
2,187 11.47 1,087 7.94 535 33.50 10.05 2,187 11.47 1,087 7.94 535 33.50 398 18.19 5,705 29.92 3,864 28.23 639 40.01 780 35.65 5,811 30.47 4,457 32.56 312 19.54 623 28.47 19,069 13,689 1,060 1,060 1,006 2,005 8.81 911 5.63 485 31.13 418 16.54 5,443 23.92 3.599 22.24 562 36.07 864 34.19 6,579 28.92 31.05 31.05 652 25.80 6,572 38.34 61.08 1,100 910 910 990		÷		13,847		3,589		4,999		1,620	
2,187 11.47 1,087 7.94 535 33.50 198 18.19 5,705 29.92 3,864 28.23 639 40.01 780 35.65 5,365 28.13 4,281 31.27 111 6.95 38.6 17.64 19,069 1,030 1,060 1 0.00 1 0.00 2,005 8.81 911 5.63 485 31.13 418 16.54 5,443 23.92 3,599 22.24 562 36.07 864 34.19 6,579 28.92 5,025 31.05 910 910 990 11.56	Median Score	950		066		840		910		066	
2,187 11.47 1,087 7.94 535 33.50 1 0.05 5.705 29.92 3.864 28.23 6.39 40.01 760 35.65 5.705 29.92 3.864 28.23 6.39 40.01 760 35.65 5.305 28.47 4.57 32.56 31.2 19.54 6.23 28.47 11.050 1.05	<u>Bachelor/4 year</u> <u>Degree</u>										
2,187 11.47 1,087 7.94 535 31.50 31 10.05 5,705 29.92 3,864 28.23 639 40.01 780 35.65 5,811 30.47 4,457 32.56 312 19.54 623 28.47 5,811 30.47 4,457 32.56 312 19.54 623 28.47 19,069 13,689 1,997 2,188 17.64 1,030 1,060 1 0.00 1 0.00 2,005 8.81 911 5.63 485 31.13 418 16.54 5,443 23.92 3,599 22.24 562 36.07 864 34.19 6,579 28.92 5,025 31.05 322 20.67 652 25.80 6,579 28.92 6,46 41.08 188 12.07 592 23.43 1.100 910 990 1.100	009-0	-	6	c	6	•	6	•	;	•	
5,705 29.92 3,864 28.23 639 40.01 780 35.65 5,811 30.47 4,457 32.56 312 19.54 623 28.47 5,365 28.13 4,457 32.56 31.27 111 6.95 38.47 10,069 1,060 1,060 1,060 1,060 1,064 1,030 1,060 1 0.06 1 0.04 2,005 8.81 911 5.63 485 31.13 418 16.54 5,443 23.92 3,599 22.24 562 36.07 864 34.19 6,579 28.92 5,025 31.05 32.2 20.67 652 25.80 6,579 28.92 5,025 31.05 32.2 20.67 652 25.80 1,080 1,100 910 910 990 1.1	401-820	2,167	11.47	1.087	7.94	535	33,50	1 604	0.0 0.0	0 2	9:0
5,811 30.47 4,457 32.56 312 19.54 623 28.47 5,365 28.13 4,281 31.27 111 6.95 38.47 17.64 19,069 13,689 1,560 1,060 1,060 1,060 1,060 1,060 1,030 1,060 1 0.00 1 0.06 1 0.04 2,005 8.81 911 5.63 485 31.13 418 16.54 5,443 23.92 3,599 22.24 562 36.07 864 34.19 6,579 28.92 5,025 31.05 32.20.67 652 25.80 6,579 28.92 5,025 31.05 32.20.67 652 25.80 1,060 1,100 1,100 910 990 1.1	821-990	5,705	29.92	3,864	28.23	639	40.01	780	35.65	422	76.01
5,365 28.13 4,281 31.27 111 6.95 386 17.64 19,069 13,689 1,597 2,186 17.64 1,030 1,060 890 2,186 1,166 2,005 8.81 911 5.63 485 31.13 418 16.54 2,005 8.81 911 5.63 485 31.13 418 16.54 5,443 23.92 3,599 22.24 562 36.07 864 34.19 6,579 28.92 5,025 31.05 322 20.67 652 25.80 8,722 38.34 6,646 41.08 188 12.07 592 23.43 1,100 1,060 1,100 910 990 1,100	991-1140	5,811	30.47	4,457	32.56	312	19.54	623	28.47	419	26.27
15,069 13,689 1,597 2,188 1,1 1,030 1,060 890 2,188 1,1 2,005 6.81 911 5.63 485 31.13 418 16.54 2,005 8.81 911 5.63 485 31.13 418 16.54 5,443 23.92 3,599 22.24 562 36.07 864 34.19 6,579 28.92 5,025 31.05 32.2 20.67 652 25.80 8,72 38.34 6,46 41.08 188 12.07 592 23.43 1, 1,060 1,100 910 910 990 1,	1141-1600	♣.	28.13	4,281	31.27	=======================================	6.95	386	17.64	587	36.80
2,005 8.81 911 5.63 485 31.13 418 16.54 5.44 23.92 3.599 22.24 562 36.07 864 34.19 6.579 28.92 5.025 31.05 32 20.67 652 25.80 8.72 38.34 6.646 41.08 18.8 12.07 5.92 23.43 1.100 910 910 990 1.	N= Median Score	•		13,689		1,597		2,188		1,595	
2,005 6.81 911 5.63 485 31.13 418 16.54 5.443 23.92 3.599 22.24 562 36.07 864 34.19 6.579 28.92 5.055 31.05 32 20.67 652 25.80 8.72 38.34 6.646 41.08 188 12.07 5.92 13.43 1.060 1.000 910 990				-				2		1,070	
2,005 8.81 911 5.63 485 31.13 418 16.54 5.443 22.92 3.599 22.24 562 36.07 864 34.19 6.579 28.92 31.05	Graduate Degree and Higher										
2,005 6.81 911 5.63 485 31.13 418 16.54 5.44 5.44 22.92 3.599 22.24 562 36.07 864 34.19 6.57 28.92 25.24 562 36.07 864 34.19 70 8.72 38.34 6.646 41.08 188 12.07 5.92 23.43 10.080 1,100 910 990	0-400	. 2	0.01	o	0,00	-	90	-	č	•	
5,443 23.92 3,599 22.24 562 36.07 864 34.19 6,579 28.92 5,025 31.05 322 20.67 652 25.80 10 8,722 38.34 6,646 41.08 188 12.07 592 23.43 16,181 1,558 2.527 1,100 1,100 910 990	401-820	2,005	8.81	911	5.63	485	31.13	418	16.54	191	7.69
6,772 28:34 6,646 41:08 12:07 652 23:43 22:751 38:34 6,646 41:08 188 12:07 2,527 23:43 1:080 1:00 1:100 910 990	821-990	5,443	23.92	3,599	22.24	562	36.07	864	34.19	418	16.82
22,751 16,181 1,558 2,527 23:43 1,060 1,100 910 990	1141-1600	8.722	18.16	5,646 A 646	51.03 41.08	188	12.07	652	25.80	280	23.34
1,060 1,100 910 990		•-•		16,181		1,558		2,527	53.43	2.485	CT - 7C
		-		1,100		910		066		1,150	

Table 32: Number and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student and Education Level of Parent, 1995-96

continued
le 32,
Table

SAT Score by	Total	ם	Anglo	lo	Black	ck	Hispanic	ntc	Other	1
Education Level of Parent	Rumber	•	Number	. .	Rumber	*	Rumber	*	Number	*
Education Not Reported										
	c	00.0	•		•	0.00	•	0.00	•	0.0
401-400	711	31,35	66	17.68	8	52.45	86	43.95	418	32.11
070-104	707	31.17	168		63	34.43	8	35.87	396	30.41
061-330	456	20.11	157		17	9.29	28	12.56	254	19.51
0411-166	701	17.47	136		_	3.83	17	7.62	234	17.97
1141-1600	2.268		260		183		223		1,302	
Median Score	920		1,005		810		918			
Total	84,692		49,914		9,133		17,146		8,499	

Table 33: Number* and Percent of Studente in Texas by SAT Score, Race/Ethnicity of Student, Education Level of Parent and Metropolitan Status, 1995-96

SAT Score by	Total	18	An	Anelo	Black	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Hisp	Hispanic	Other	ler.
Education Level of Parent	Number	"	Number		Number	**	Number	*	Number	.
			Metrop	Metropolitan Central City	ral City	:	:			
Alkh School										ţ
0-400	•	1.0	۰;	0.0	7	9.0	- ;	0.0	•	0
401-820	1,921	1.0	6	28.8	230	4.90	1,453	9.4	691	35.3
621-990	7,54	7.00		27.0	7.5	9 4	1,023	12.1	Ļ	32.1
1141-1600	190	4	5	10.8	3 ~	9	6	3.4	5	13.6
	3,994	100.0	240	100.0	346	100.0	2,929	100.0	479	100.0
Median Score	840		945		750		830		006	
High School Graduate/										
Rquivelent										
0-400	•	0.0	0	0.0	0	0.0	•	0.0	0	0.0
401-820	2,403	34.3	452	18.7	277	59.4	1,017	37.5	162	27.2
821-990	2,605	37.1	923	38.3	380	90.0	1,075	39.7	218	36.6
991-1140	1,3/4	9.0	171	5.51	107	7.8	79E) () () () () () () () () () (124	15.4
	7.014	100.0	2,410	100.0	1,299	100.0	2,709	100.0	296	100.0
Median Score	890		096		790		870		935	:
Some College		,	,	,	,	•	,	,	,	,
0-400	5	0.	- :	0:	m e			0.0	٥.	0.0
401-520	3,730	36.5	1,103	ייין דיין דיין דיין	1,625	2.0	1,203	100	133	32.3
991-1140	3,831	25.1	2,314	30.5	367	13.4	876	21.8	324	28.1
1141-1600	2,210	14.3	1,514	20.0	103	3.8	336	4.6	257	22.3
1 K	15,474	100.0	7,582	100.0	2,731	100.0	4,009	100.0	1,152	100.0
Median Score	920		1,000		0		016		1,000	
						٠				
Degree										
0-400	-	0.0	•	0.0	0	0.0	1	0.1	•	0.0
401-520	1,464	12.0	652	7.9	388	33.3	319	18.2	105	8.6
821-990	3,621	29.5	2,232	27.0	466	40.0	632	36.0	291	27.1
991-1140	3,671	900	2,666	32.3	232	19.9	497	28.3	276	25.6
1141-1600	M, AV	28.5	2,711	32.8	991	9 6	305	• • • •	403	37.5
Median Score	1,040	201	1,070		890	201	970	201	1,070	0.001
	•								•	
Graduate Degree										
Tanking our	•	,	ì	•	•	•		(•	,
0-400	1,360	0 %	252	0.0	187	1.0	101	0.0	0 0	0.
821-990	3.674	23.7	2,271	21.3	406	36.1	703	34.4	294	17.2
991-1140	4,410	28.4	3,237	30.4	230	20.5	537	26.3	406	23.8
1141-1600	6,079	1.66.	4,594	1.63.1	131	11.6	400	5.5 5.6	871	6.05
New Source	10,03	0.001	1,110	0.001	910	7001	000	100.0	1,150	0.001
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ore Graduate/	SAT Score by	Total	ᇽ	Î U	Anglo	31,	Black	Bio	Hispanic	OCT	Other
Creditation	of Parent		H	Number	H	Number	H	Number	×	Rumber	H
1,619 10.0	Education Not Reported										
1,619 1,61	0-400		0.0	c	0,0	c	0.0	•	c	•	•
1,619 10.0 27.2 43 33.1 61 34.6 35.4 1,619 10.0 10.0 27.2 14 33.1 61 34.6 1,619 10.0 10.0 10.0 13.2 14 13.1 12.2 1,619 10.0 10.0 10.0 13.0 10.0 13.1 1,619 10.0 10.0 10.0 13.0 10.0 13.1 1,619 10.0 10.0 10.0 10.0 10.0 10.0 1,619 10.0 10.0 14.0 14.1 10.0 15.4 1,619 10.0 14.1 10.0 13.4 10.0 13.4 1,619 10.0 10.0 10.0 10.0 10.0 1,619 10.0 10.0 10.0 10.0 10.0 1,619 10.0 10.0 10.0 10.0 10.0 1,619 10.0 10.0 10.0 10.0 10.0 1,619 10.0 10.0 10.0 10.0 10.0 1,619 10.0 10.0 10.0 10.0 10.0 1,619 10.0 10.0 10.0 10.0 1,619 10.0 10.0 10.0 10.0 1,619 10.0 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 10.0 1,619 10.0 10.0 1,619 10.0 10.0 10.0	401-820	808	31.4	9	16.4	99	50.8	7,	44.5	305	32.1
1,526 12.1 10.0 27.2 6 4.5 11.5 12.2 12.2	821-990	489	30.2	106	28.9	£43	33.1	63	36.4	277	29.5
1,6 9 1000 1000 1000 11000 11000 11000 11000 11000 11000 11000 11000 11000 11000 11000 11000 1	991-1140	326	20.1	961	27.2	5 <u>1</u> 4	11.5	21	12.2	190	20.0
Metropolitem Suburban Metropolitem Suburban		1,619	100.0	367	100.0	130	100.0	173	100.0	946	100.0
12 20 0.0	DECITE SCORE	076				079		000		920	
128 32.7 38 26.9 23 677.7 52 31.8 128 22.7 38 26.9 23 677.7 52 31.8 128 22.0 34.1 34.1 39 23.5 677.7 52 31.8 128 22.0 34.1 34.1 34.1 34.1 34.1 34.1 34.1 25 25.0 34.1 34.1 34.1 34.1 34.1 34.1 25 25 25 26.7 34.1 34.1 34.1 34.1 25 25 25 26.7 34.1 34.1 34.1 25 25 25 26.7 34.1 34.1 34.1 25 25 26.7 35.0 35.0 35.0 26 25 26.7 35.0 35.0 26 26 26.7 35.0 27 27 27 27 27 28 27 27 27 28 27 27 27 28 27 27 27 28 27 27 27 28 27 27 27 28 27 27 27 28 27 27 27 28 27 27 27 28 27 27 27 28 27 27 28 27 27 28 27 27 28 27 27 28 27 27 28 27 27 28 27 27 28 27 27 28 27 27 28 27 27 28 27 27 28 27 27 28 28 27 28 28 28 28 28 28 28 28 28 28 28 28 28 28 28 28 28				Metr	opolitan Su	iburban					
128 32.7 38 26.9 20 67.7 57.5 53.5 150 40.9 6.4 7 54.0 8 25.7 67.7 67.5 150 40.9 6.4 7 54.0 8 6.8 6.8 73.5 25 6.4 7 5.0 0.0 0.0 0.0 25 6.4 7 5.0 0.0 0.0 453 23.5 23.5 23.5 23.5 454 39.6 24.1 39 6.8 100.0 453 23.5 23.5 23.5 23.0 454 39.6 23.5 23.5 23.5 454 39.6 23.5 23.5 455 23.5 23.5 23.5 457 23.5 23.5 23.0 458 23.5 23.5 23.5 1,528 100.0 1,411 100.0 133 100.0 1,529 100.0 3.50 100.0 1,529 29.4 1,026 30.4 37.6 113 37.6 1,528 33.2 29.4 1,026 30.4 37.6 113 37.6 1,528 33.2 29.4 1,020 39.0 25 25 20.0 20.0 0.0 25 25 25 20.0 25 25 25 20.0 25 25 25 20.0 25 25 25 20.0 25 25 25 20.0 25 25 25 20.0 25 25 25 25 25 25 25	Atgh School										
128 12.7 12.8 12.7 12.8 1	0-400	c	0,0	c	0.0	•	c	c	c	•	•
160 40.9 62 44.0 8 23.5 67 45.5 152 40.0 34 24.1 3 6.3 5.5 67 45.5 253 64.4 17 5.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	401±820	128	32.7	38.	26.9	23.	67.7	25	9	. ž	26.2
1, 2, 2, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0,	821-990	160	40.9	62	44.0	€0	23.5	67	43.5	23	37.0
Craduate Syl 100.0 14 100.0 34 100.0 154 100.0	991-1140	8 2	20.0	4 r	24.1	en (8	5	18.8	21	19.4
Creduate 690 930 755 870 870		3 6	100.01	141	100.0	9	100.0	156	100.0	25	4.6
Creduate Creduate Co.	Median Score	069		930		755		870		930	
Core Color	High School Graduate/										
## Comparison of the compariso	Equivalent		,								
## 1,929 1,929 100.0 1,411 12.1 12.1 10.0 24.8 10.0 10	0-400	0 6 9	0.5	0 0	0.0	0 5	0.0	۰,	0.0	0	0.0
1,929 100.0 1,411 12.1 12 1 0.8 24 18.9	401-920 821-990	764	39.6	550	39.0	88	40.6	116	. 94	, 4 6	32.6
1,229 100.0 1,411 100.0 123 100.0 248 100.0	991-1140	497	25.8	398	28.2	21.	8.6	47	18.9	040	27.2
Core 940 950 830 915		1,929	100.0	1,411	100.0	123	100.0	248	100.0	147	100.0
Columbia	Median Score	940		920		830		. 915		920	
1,588 35.2 1,528 35.1 128 37.6 153 37.9 1,588 35.2 1,528 35.1 128 37.6 153 37.9 1,588 35.2 1,228 35.1 128 37.6 153 37.9 1,588 35.2 1,228 35.1 128 37.6 153 37.9 1,588 35.2 1,066 39.5 17.1 117 29.0 4,507 100.0 3,503 100.0 340 100.0 404 100.0 4,507 100.0 3,503 100.0 0 0.0 0 0.0 5,503 100.0 0 0.0 0 0.0 0 0.0 5,504 1,060 3,204 3,304 3,304 3,304 5,506 100.0 3,352 100.0 241 100.0 5,606 103.0 103.0 5,607 103.0 103.0 5,607 103.0 103.0 5,607 103.0 5,707 103.0 5,707 103.0 5,707 103.0 5,707 103.0 5,707 103.0 5,707	Some College										
1,588 35.2 1,528 35.1 128 37.6 153 37.9 1,588 35.2 1,528 35.1 128 37.6 153 37.9 1,588 35.2 1,086 100.0 3.503 100.0 340 100.0 4,507 100.0 3,503 100.0 340 100.0 5,507 100.0 3,503 100.0 340 100.0 6,507 100.0 3,503 100.0 3,503 700.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0-400	•	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1,588 35.2 1,528 35.1 128 37.6 153 37.9 1,588 25.4 1,086 30.4 58 17.1 117 29.0 815 18.1 685 19.5 17 5.0 49 12.1 4,507 100.0 3,503 100.0 340 100.0 955 578 578 578 578 578 578 1,144 27.7 244 7.3 64 26.6 23 11.8 1,144 27.7 244 7.3 64 26.6 23 11.8 1,298 31.4 1,080 32.2 9.1 50 25.6 4,129 100.0 3,352 100.0 1030 1030 1060 1060 3,352 100.0 1030 1080 278 241 100.0 1030 1080 282 241 100.0 1030 1080 282 241 100.0 1080 282 241 100.0 1080 282 241 100.0 1080 282 282 1080 282 282 1080 282 282 1080 282 282 1080 282 282 1080 282 282 1080 282 282 1080 282 282 1080 282 1080 282 282 1080 282 282 1080 1080	401-820	781	17.3	524	0.51	137	40.3	88	21.0	35	13.5
4,507 100.0 3,503 100.0 340 100.0 49 12.1	821-990 991-1140	1,588	35.2 29.4	1,066	30.4 4.08	128 58	37.6	153	37.9 29.0	7.9 8.3	30.4
A,507 100.0 3,503 100.0 340 100.0 404 100.0	1141-1600	818	18.1	685	19.5	17	8.0	49	12.1	9	24.6
0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0	N- Median Score	4,507 980	100.0	3,503 990	100.0	340 870	100.0	404 955	100.0	260 1,010	100.0
1,144 27.7 244 7.3 64 26.6 23 11.8 1,144 27.7 909 27.1 98 40.7 58 29.8 1,139 31.4 1,080 32.2 27 9.1 50 25.6 4,129 100.0 3,352 100.0 241 100.0 195 100.0 1050	Bachelor/4 vest										
20 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	Degree										
35/ 8.7 244 7.3 64 20.6 23 11.8 1,144 27.7 909 27.1 98 40.7 58 29.8 1,330 32.2 1,119 33.4 57 23.6 64 32.8 0 1,298 31.4 1,080 32.2 22 9.1 50 25.6 4,129 100.0 3,352 100.0 241 100.0 195 100.0 1060 1060 930 100.0	0-400	٥	0.0	0	0.0	• ;	0.0	0		•	0.0
1,330 32.2 1,119 33.4 57 23.6 64 32.8 1,298 31.4 1,080 32.2 22 9.1 50 25.6 4,129 100.0 3,352 100.0 241 100.0 195 100.0 core 1060 1060 1060 1030	401-520 821-990	1,144	27.7	244 909	27.1	3 8	40.7 40.7	2 23		% £	7.6
4,129 100.0 3,352 100.0 241 100.0 195 100.0 ore 1060 1060 1060 1080 1080 1080	991-1140	1,330	32.2	1,119	33.4	52	23.6	4 6		8	26.4
1060 1060 930 1030		4,129	100.0	3,352	100.0	241	100.0	195	_	140 341	100.0
	ian Score	-		1060		930		1030		1110	

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Company Comp	SAT Score by	Total	14	βαγ	Anglo	Black	ck	Hisp	Hispanic	Other	er
1,000 1,00	Squeetton Develor	Rumber	ĸ	Number	ĸ	Number	ĸ	Number	*	Number	•
10	Graduate Degree										
1,000 1,00	0-400	c	0.0	c	0.0	c	o,	•	-	c	•
1,900 21.7 1,000 21.8	401-820	310	7.0	196	5.7	51	22.6	31	14.4	32	8.0
No.	821-990	960	21.7	746	21.8	28	34.5	62	28.8	* ?	13.4
Correct 4,224 100.0 3,429 100.0 226 100.0 1,000 1,200 1,200 1,200 1,200 1,100 1,100 1,00	1141-140	1,851	41.8	1,400	40.8	4 4	25.0 0.01	9	30.7	362	19.1
Section 1,100		4,424	100.0	3,429	100.0	226	100.0	215	100.0	554	100.0
No.	Median Score	1,100		1,100		962		1,030		1,200	
19 22.2 14 12.0 15.4 15.7 15.4	Education Not										
Tree 22.2 14 12.0 13 59.1 6 35.2 14 12.0 13 59.1 6 35.3 45.3 14 12.0 13 14 12.0 13 14 12.0 13 14 12.0 13 14 12.0 13 14 12.0 13 14 12.2	20, 0	•	•	•	•	•	•	•	•	•	•
1	6-400 601-820	280	22.2	140	12.0) E	20.0	.		0 ¥	23.0
1	821-990	911	33.9	36	30.7	•	36.4	'n	27.8	2	36.1
1,000 1,00	991-1140		2 2 3	0 t c	34.2	o -	0.4	m <	16.7	38	9.61
1,030 1,030 765 920 940	0001-1417	351	100.0	117	100.0	22	100.0	* 5	100.0	1 4 1	1001
Craduate Continue	Median Score	976		1,030		765		920		940	2.001
Creditate Cred				Ron-Me	tropolitan	Adjacent					
Carduate											
249 45.8 35 34.6 26 70.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	digh school										
249 45.8 35 34.6 26 70.3 174 47.9 14 201 37.0 39 34.6 26 70.3 174 47.9 14 78 14.2 3 22 21.8 4 10.0 6 0.0 6 1.7 5 442 30.9 215 24.3 84 57.9 130 38.4 13 442 30.9 215 24.3 84 57.9 130 38.4 13 1,432 100.0 884 100.0 35.9 17.1 12 290 20.2 215 24.3 84 57.9 130 38.4 13 1,432 100.0 884 100.0 145 100.0 860 100.0 64 70 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 573 22.5 32.4 10.2 145 100.0 860 100.0 64 583 27.5 32.4 13.9 35.7 73 35.1 136 37.8 47 584 13.9 36.0 16.4 6 32.0 100.0 360 100.0 100 575 22.5 32.4 13.9 36.7 19 9.4 20 575 27.5 100.0 880 16.4 6 53.0 100.0 360 100.0	0-400	•	0.0	0	0.0	•	0.0	•	0.0	0	0.0
78 37.0 37.0 37.5 19 18 37.5 19 18 18 18 18 18 18 18	401-820	249	45.8	ង	34.6	5 6	70.3	174	47.9	* 1	32.6
16 2.9 5 5.0 0.0 0.0 6 1.7 5 5 5 5 5 5 5 5 5	521-990 991-1140	107	3/.0	3 6	38.0	\	5. C	136	37.5	6 <u>1</u>	44.2
Graduate / Graduate / State 100.0 37 100.0 363 100.0 43 100.0 43 100.0 43 100.0 43 100.0 43 100.0 43 100.0 43 100.0 64 43 43 100.0 64 13 44 13 44 13 <th< td=""><td>1141-1600</td><td>2 2</td><td>2.0</td><td>10</td><td></td><td>r 0</td><td>0</td><td>÷ •</td><td>1.7</td><td>יא ר</td><td>11.6</td></th<>	1141-1600	2 2	2.0	10		r 0	0	÷ •	1.7	יא ר	11.6
Graduate / Graduate / Los 900 750 840 880 Graduate / Carduate / Los 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	-4	244	100.0	101	100.0	37	100.0	363	100.0	43	100.0
Graduate / (Arduste) 0	Median Score	850		900		750		840		880	
10 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	Bish Gaban Candusts										
442 30.9 20 0.0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.	Equivalent										
442 30.9 215 24.3 84 57.9 130 38.4 13 56 39.5 20.2 215 24.3 52 35.9 133 39.2 34 25 25 25.9 20.2 215 24.3 52 35.9 133 39.2 34 25 25 25 25 25 25 25 25 25 25 25 25 25	0-400	0	0.0	•	0.0	0	0.0	c	0.0	c	0
566 39.5 347 39.3 52 35.9 133 39.2 34 134 9.4 107 12.1 4 2.8 17.1 12 134 9.4 107 12.1 4 2.8 17.1 12 154 9.0 10.0 145 100.0 339 100.0 64 154 100.0 145 100.0 319 100.0 64 159 0.0 0 0 0 0 0 0 159 0.0 0 0 0 0 0 0 0 159 36.4 673 35.7 73 36.1 136 47 159 35.4 17.2 104 51.5 12.5 37.8 47 159 36.4 673 35.7 73 36.1 136 37.8 47 159 100.0 1,882 100.0 202 100.0 360 100.0 105 16 2,549 100.0 1,882 100.0 360 100.0 950 17 950 960 100.0 100.0 100.0 100.0 100.0	401-820	442	30.9	215	24.3	84	57.9	130	38.4	13	20.3
Tree 134 20.2 20.2 20.2 20.3 24 3.4 3.4 3.5 17.1 12 12 13.4 3.5 100.0 884 100.0 145 100.0 880 17.1 12 12.8 139 100.0 64 910 10.0 10.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	821-990	200	Y 60	347	39.3	25	35.9	133	39.2	34	53.1
Tre 900 0.0 884 100.0 145 100.0 339 100.0 64 910 573 22.5 324 17.2 104 51.5 125 34.7 20 929 36.4 673 35.7 73 36.1 136 37.8 47 77 21.4 20 950 100.0 1,882 100.0 202 100.0 360 100.0 950 950 950 950 950 950 950 950 950 95	1141-1140	290	7.07	107	12.1	n <	4 6	ο α -	1,1	12	1 2 2 3
Tre 900 940 790 860 910 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0		1.432	100.0	884	100.0	145	100.0	339	100.0	4	100.0
573 22.5 324 17.2 104 51.5 125 34.7 20 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	Median Score	006		940		790		860		910	
573 22.5 324 17.2 104 51.5 125 34.7 20 573 22.5 324 17.2 104 51.5 125 34.7 20 529 36.4 673 35.7 73 36.1 136 37.8 47 693 27.2 577 30.7 19 9.4 77 21.4 20 354 13.9 30.8 16.4 6 3.0 22 6.1 18 2,549 100.0 1,882 100.0 202 100.0 360 100.0 105 950	,	٠									
573 22.5 324 17.2 104 51.5 125 34.7 20 0 0.0 0.0 0	Some Correge	•	,								
2/3 12.5 14.7 20 929 36.4 673 35.7 73 36.1 125 34.7 20 693 27.2 577 30.7 19 9.4 77 21.4 20 354 13.9 308 16.4 6 3.0 22 6.1 18 2,549 100.0 1,882 100.0 820 100.0 850	0-400	0	0.0	٥	0 !	٥:	0;	٥	0.0	0	0.0
693 27.2 577 30.7 19 9.4 77 21.4 20 354 13.9 308 16.4 6 3.0 22 6.1 18 2,549 100.0 1,882 100.0 820 100.0 890 105	401-820 821-990	5/3 929	36.4	324 673	35.7	104	36.1	221	34.7	20	0.67
2,549 100.0 1,882 100.0 202 100.0 360 100.0 105 ore 950 100.0 1,882 100.0 820 100.0 950	991-1140	693	27.2	577	30.7	61	4.0	11	21.4	2	19.0
2,449 100.0 1,882 100.0 202 100.0 360 100.0 103 950 950 950 950 00.0 820 100.0 890 00.0 950	1141-1600	354	13.9	308	16.4	9 6	0.6	22	9:1	18	17.2
	N= Medien Score	2,549 950	0.001	1,882	100.0	202 820	100.0	000	0.001	105	100.0
						}		}			
			•								

SAT Score by Education Level	fotal	ᇃ	W	Anglo	18	Black	Hier	Hispanic	Other	le T
of Parent	Number	*	Number	ĸ	Number	×	Number	*	Number	-
Bachelor/4 year Degree										
0-400	0	0.0	•	0.0	•	0.0	c	o,	c	•
401-820	508	12.9	129	9.6	26	39.4	39	26.2	SI	20.6
821-390 991-1140	507	34.8	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	34.2	27	0.0 0.0	90 *	37.6	52	35.6
1141-1600	342	21.1	304	22.8	• •	9.1	2 2	13.4	12 20	2/.4 16.4
Median Score	1,000	0.001	1,020	100.0	880 880	100.0	149 930	100.0	970	100.0
Graduate Degree										
and Higher		·								
0-400 401-820	0 8	0.0	2°	0 4	۰,	0.0	0 4	0.0	01	0.0
821-990	457	28.0	364	27.5	22	, e , e , e	5,0	34.3	14	9.8 7.81
991-1140	517	31.7	442	33.3	21,	18.5	3	21.1	58	37.3
Na Wedden Score	1,632	100.0	1,326	100.0	.20	100.0	166	100.0	828	100.0
	•		201		000		930		1,090	
Education Not										
007-0	c	ć	•	•	•	•	•	•	,	
401-820	85.8	63.6	18 0	33.3	> 60	57.1	.	33.3	0 0	0.0
821-990	6 2 2 3	33.0	5 5 5	35.2	•	42.9	ο (20.0	78	27.5
1141-1600) J		10	9.3	00	00	7 -	5.6	را د	14.7 8.8
N= Median Score	188 850	100.0	895 4	100.0	14 795	100.0	890 890	100.0	102 830	100.0
			Non Metro	politan K	Non Metropolitan Non-Adjacent					
Algh School										
0-400	0:	0.	0	0	٥	0.0	0	0.0	•	0.0
821-990	191	36.7	7	37.0	32 14	26.4	110	20.5	16	34.0
991-1140		11.8	ο,	16.7	◀ (7.5	56	9.1	13	27.7
	439	100.0		100.001	M M	7.001	285		-:	2.1
Median Score	830		888		790		820		910	0.001
High School Graduate/										
Rduivalent				. •						
0-400	0 876	0.0	0 6	0.0	٥.	0.0	۰;	0.0	0	0.0
821-990	315	39.1	167	42.2		30.2	3 &	44.0 .0	16 17	27.1 28.8
991-1140	164 64	20.4	100 47	25.2	410	e c	۳ ا	17.0	81	32.2
		100.0	396	100.0	169	100.0	182	100.0	29	100.0
neglen score	080		940		06/		880		960	



SAT Score by Education Layed	Total	181	An	Anglo	Black	ck	Hispanic	nde	Other	er
of Parent	Number	н	Number	*	Number	H	Number	"	Rumber	*
Some College										
0-400	0	0.0		0.0	c	0.0	c	c	•	•
401-820	390	25.6	134	15.2	157	49.7	7	35.0	2	9
821-990	611	40.1	350	39.8	116	36.7	96	41.6	35	, 64 5
991-1140	888	22.1	253	28.7	34	10.8	. 34	15.0	17	16.5
1141-1600	186	12.2	143	16.3	•	2.8	19	8.4	: 21	14.6
Median Score	2,5 2,6 2,6	100.0	08 88 6	100.0	316 830	100.0	526 900	100.0	103 960	100.0
•									3	
Bachelor/4 year										
nax xan				•						
0-400	0	0.0	0	0.0	•	0.0	0	0.0	0	0.0
401-820	157	14.8	62	4.6	57	46.0	17	18.9	21	19.8
961-1160	2/2		797	0.0	4 ·	38.7	34	37.8	56	24.5
1141-1600	226	21.3	186	20.0	9 °	12.9	58	31.1	e :	31.2
	1.061	100.0	741	15	13,	• • •	16	7.71	97	24.5
Median Score	066		1,020		850	200	096	0.001	1.010	100.0
									•	
Graduate Degree										
TOTAL PROPERTY.										
0-400	0	0.0	0	0.0	•	0.0	0	0.0	0	0.0
401-820	137	11.8 6.13	S.	6.5 6.5	53	37.3	21	20.8	13	8
841-1990 881-1140	325	20.3	218	28.2	9 3	39.5	42	41.6	36	24.7
1141-1600	323	27.8	, 55 58 58	33.0	7	18.3	24	23.7	9 [27.4
	1,161	100.0	272	100	143	•	1 .	7.50	۲.	39.0
Median Score	1,040		1,070	2	880		940	700	140	0.001
\$4000 BY 1000										
Reported										
0-400	.0	0.0	0	0.0	0	0.0	c	ć	c	•
401-820	43	39.1	7	31.8	•	52.9	ò	64.3) <u>e</u>	2.5
821-990	37	33.6	-	31.8	•	35.3	m	21.4	212	36.8
1141-140	95	7.01	^ •	22.7	N (11.8 6.1	7	14.3	=	19.3
	21	100.0	, ç		2 -	9	۰:	0.0	7	12.3
Median Score	980		950		810	100.0	790	0.001	930	100.0
	-	-							?	
"Values may not sum to state		to missing	total due to missing values for some manishise for some	te treet et	les for an					
					MOO 101 001	Chacs.				

EDIC.

Table 34: Number and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student, Education Level of Parent and Economic Region, 1995-96

					T-	76	·	65 10 6 2
Other	K		0.0 27.3 45.4	100.0	2000 100:00 100:00	0.0 14.3 55.0 25.0 10.7	0.0 8.7 43.5 21.7 26.1 100.0	0.0 0.0 19.0 27.6 100.0
ě	Number		0 m w w	11 890	885 11 11 11 12 13 13 14 14 15 16 16 16 16 16 16 16 16 16 16 16 16 16	0 14 1 28 985	10 10 10 83 890	0 11 16 16 178 175
Rispanic	ĸ		0.0 34.1 6.4	100.0	0.0 36.9 42.9 15.5 100.0	0.0 29.6 33.0 13.2 100.0	19.4 22.2 22.2 100.0	0.0 10.5 26.3 39.5 100.0
Hisp	Number		33 21 4	61 820	31 36 13 4 84 84	22 22 22 40 40	1 18 18 3 36 915	10 10 15 15 15 15 15 15 15 15 15 15 15 15 15
Black	*		0.0 10.0 10.0	100.0	0.0 68.4 31.6 0.0 100.0	0.0 55.1 32.7 12.2 0.0	0.0 17.6 17.6 15.9 100.0	35.0 35.0 15.0 105.0
e e	Number	Plains	0 N 4 H	0 10 825	13 6 0 0 19 790	27 27 16 6 6 49 790	0 13 10 17 18 80	0 7 7 8 8 9 10
Anglo	*	High Pl	0.0 31.6 47.4 15.8	5.2 100.0	18.0 30.2 100.0	0.0 133.1 100.0 100.0	0.0 33.5 33.5 100.0	0.0 7.1 28.1 32.6 100.0
A 	Number		O W M M	1 19 900	32 32 58 51 169 80	20 210 192 89 89 90	36 177 178 138 1,030	43 169 196 194 1,060
15	*	:	0 4 8 0 2 4 6 0 2 4 6 9	100.0	0.0 28.0 37.2 23.1 11.7	100.00	0.23 22.59 00.33 00.33	0.0 7.5 27.4 32.1 33.0
Total	Number		0 39 10	101 850	105 105 855 833 833 833 833	148 227 227 749 978	48 215 215 194 147 1,020	54 197 230 237 237 718 1,060
SAT Score by			CH18h School 0-400 401-820 821-990 991-1140	1141-1600 N= :Median Score	High School Graduate/ Equivalent 0-400 401-820 821-990 991-1140 1141-1600 Median Score	Some_College 0-400 401-820 821-990 991-1140 1141-1600 N= Median Score	Bachelor/4 Year Degree 0-400 401-820 821-990 991-1140 1141-1600 N= Median Score	Graduate Degree and Higher 0-400 401-820 821-990 991-1140 1141-1600 N=

SAT Score by	Total	la La	Anglo	çlo	Black	ck	Hispanic	ante	Other	er
Education Level of Parent	Number	×	Number	н	Number	×	Number	×	Number	ĸ
Education Not Reported 0-400 401-820 821-1140 1141-1600 Median Score	110 110 100 900	0.0 26.8 35.7 19.6 100.0	0 4 7 7 23 950	0.0 17.4 34.8 30.4 17.4	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0000 0000 0000 0000	. 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	255.00 1025.00 100.00	0 7 7 3 3 8 900	26.0 26.3 111.6 19.2
				Northwest	ñ					
<pre><bigh 0-400="" 1141-1600="" 401-820="" 821-890="" 991-1140="" n="Median" pre="" school="" score<=""></bigh></pre>	229 149 149 149 149 149 149 149 149 149 14	0.0 38.7 38.7 18.6 4.0	0 9 9 9 9 9 9 9	0.0 38.0 36.0 100.0	000000	0.0 163.3 160.0 100.0	0 14 14 33 33 850	422.4 422.4 122.2 100.0	8 8 11 8 90 8	0 36.4 435.4 95.1 1000.0
<u>Equivalent</u> 0-400 401-820 821-990 991-1140 1141-1600 Wedian Score	0 125 77 77 24 307 920	26.4 40.7 25.1 7.8 100.0	22 22 23 64 940	0.0 21.7 421.7 26.5 9.6 100.0	120 1720 1740	95.00 35.00 100.0	0 115 116 0 0 870	0.045 0.045 0.045 0.00	048846 930 930	0.0 25.0 31.3 31.3 100.0
Some College 0-400 401-820 821-990 991-1140 1141-1600 Median Score	0 111 256 172 110 649 970	0.0 39.5 39.5 100.0	283 1405 1405 1405 1405 1405 1405 1405 1405	0.0 15.8 339.0 26.6 18.6	0 1 1 1 0 1 1 0 1 1 0 1 1 0 1 1 1 1 0 1	0.0 34.1 19.5 100.0	21 121 155 50 50 935	0.0 18.0 30.0 10.0	0 15 15 932 920	0.0 15.6 46.9 28.1 9.4
Bachelor/4 year Degree 0-400 401-820 821-990 991-1140 1141-1600 N= Median Score	0 48 155 134 105 1,010	0.0 10.0 23.1 23.7 100.0	36 143 122 122 399 1,010	0.0 35.0 30.6 24.6 100.0	800 13 0 4 2 7 0	53.00 15.60 30.84 0.00	0 m w 4 m v 0	0.0 233.0 26.7 200.0	0,040 1,040 155	0.0 13.3 33.3 26.7 26.7

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SAT Score by	Tot	Total	An	Anglo	BL	Black	Hiel	Hispanic	Other	10.1
Education Level of Parent	Number	×	Number	×	Number	ĸ	Number	se	Number	ĸ
Graduate Degree and Higher 0-400 401-820 821-990 991-1140 1141-1600 Wediam Score	46 123 1623 172 506 1,070	0.0 9.1 24.3 32.6 100.0	38 112 152 162 1,080	0.0 8.2 24.1 34.9 100.0	0 4 4 5 1,000	0.0 16.7 33.3 41.7 8.3	0 4 4 11 940	27.3 27.3 27.3 27.3 100.0	1,120 1,120	15.8 15.8 15.8 42.1 100.0
Education Not Neported 0-400 401-820 821-990 991-1140 1141-1600 Mm	อพมี อพมีพพธ	0.0 165.7 165.7 100.0	0 7 7 1 1 1 9 55	100000 10000 100000	88 0100100	000000	0 1 0 0 0 780	986.7 38.77 000 000 000	0 2 6 4 1,010	0.0 12.5 37.5 25.0 100.0
				Metroplex	.ex					
<pre><b1gh 0-400="" 1141-1600="" 401-820="" 821-990="" 991-1140="" median="" pre="" school="" score<=""></b1gh></pre>	400 317 146 934 860	0.0 43.2 33.9 15.6 100.0	44 443 137 142 55	30.0 283.1 283.1 100.0	28 28 5 122 740	72.8 22.4 22.4 100.0	191 170 170 66 19 850	0.0 42.8 38.1 14.3 100.0	728 728 338 221 900	35.0 325.3 172.6 100.0
High School Graduate/ Equivalent 0-400 401-820 821-990 991-1140 II41-1600 Median Score	744 744 8973 497 2,388	0 31:2 236:2 100:6 100:0	200 201 3492 343 1,250	0.0 16.1 39.4 27.4 17.1	373 155 155 35 37 770	0.0 27.0 27.0 6.1 100.0	144 144 1193 1193 1193 108	0.0 29.6 44.6 19.8 6.0	7 2 3 2 4 4 6 6 9 1 6 6 9 9 9 9 9 9 9 9 9 9 9 9 9 9	30.0 34.9 34.1 12.2 100.0
Some College 0-400 401-820 821-990 991-1140 Natan Score	1,328 2,071 1,629 1,025 6,105	0.0 21.8 33.9 26.7 17.6 100.0	557 1,335 1,228 1,228 3,974 1,010	0.0 33.6 30.0 100.0	564 421 131 1,165	0.2 48.4 36.1 11.2 4.1 100.0	123 173 131 131 478 940	25.7 25.7 36.2 27.4 10.7	0 184 1342 123 123 1,010	0.0 17.2 29.1 28.5 100.0

SAT Score by	Tot	Total	₽₽ P	Anglo	B1	Black	Hispani	ante	8	Other
Education Level	Number	H	Number	×	Number	H	Number	ĸ	Number	×
Bachelor/4 year Degree 0-400 401-820 821-990 991-1140 1141-1600 Median Score	555 1,480 1,687 5,362 1,050	0.0 10.4 27.6 30.7 31.3	323 1,076 1,415 4,185 1,070	0.0 25.7 23.8 33.8	159 207 207 27 489 890	0.0 322.5 422.5 19.6 100.0	24 24 84 71 60 1,010	0.0 10.0 35.2 29.7 25.1	49 113 109 178 1,090	0.0 10.9 265.3 39.6 100.0
Graduate Degree and Higher 0-400 401-820 821-990 91-1140 1141-1600 Mm	1, 1, 2, 4, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	0.0 7.6 29.7 29.5 41.5 100.0	1,005 1,005 1,005 1,106 1,106 1,106	0.0 20.6 31.6 42.7 100.0	11 150 182 682 910	0.2 31.9 34.6 18.7 14.6	288 788 884 1,040	0.0 111.9 27.4 27.4 31.2 100.0	0 60 134 139 345 668 1,150	0.0 9.0 18.6 20.8 51.6 100.0
<u>Rducation Not</u> <u>Neported</u> 0-400 401-820 821-990 991-1140 1141-1600 Median Score	0 174 1659 1127 950	0.0 28:3 27:5 23:6 100:0	0 20 339 56 1,040	0.0 12.7 24.7 35.4 100.0		0.0 29.1 29.7 100.0	110 133 264 3664 3664	0.0 250.0 250.0 113.1 15.4 100.0	105 105 106 78 369 940	0.0 28.5 28.7 21.7 21.1 100.0
				Upper East	Texas	-				
20 20 90 140 1600 n Sc.	33 33 16 16 87 87 87	0.0 36.5 41.2 18.8 100.0	0 113 11 975 975	0.0 15.6 340.6 100.0	12 7 2 2 0 780	0.0 57.2 33.3 9.5 0.0	113 2 2 2 825 825 6	50.0 42.3 7.7 0.0 100.0	8 8 9 9 9 9 9	0.0 16.7 66.6 16.7 0.0 100.0
High School Graduate/ Equivalent 0-400 401-820 821-990 991-1140 1141-1600 Median Score	1113 122 932 9370 930	0.0 33.0 25.1 11.4	. 677 677 880 881 988 988	23.0 23.8 28.5 13.5 100.0	410 171 177 776 775	0.0 62.1 25.8 10.6 1.5	88 80 80	0 14.3 221.4 100.0	8 9 9 9 9 9	0.0 33.3 22.3 33.3 100.0

Table 34, continued

SAT Score by	ToT	Total	¥	Anglo	æ	Black	His	Hispanic	δ	Other
of Parent	Number	×	Number	Ä	Number	z .	Number	K	Number	H
Some College 0-400 401-820 821-990 991-1140 Inti-1600 Median Score	166 307 307 260 138 871	0.0 19.1 25.2 15.8 100.0	104 245 229 132 710	0.0 14.6 34.5 32.3 18.6	26 11 12 12 12 12 13 12	0.0 50.0 37.5 10.7 100.0	0106000	000000000000000000000000000000000000000	0.800.486	0.0 17.2 34.5 34.5 13.8
Bachelor/4 year Degree 0-400 401-820 821-990 991-1140 1141-1600 Mm	0 61 183 202 137 583 1,030	0.0 3.10.0 10.0 10.0 10.0	•	0.0 86.0 32.4 35.7 100.0	22 0 21 188 20 890 890 890 890 890 890 890 890 890 89	0.0 38.6 31.6 28.1 100.0	0 1 1 1,080	0.0 7.7 61.5 23.1	99 90 90 90 90 90 90	25.8 25.8 25.8 25.8
Graduate Degree and Higher 0-400 401-820 821-990 991-1140 1141-1600 N= Median Score	0 70 117 214 206 667 1,060	0.0 10.5 26.5 32.1 100.0	43 155 193 191 582 1,070	0.0 7.4 333.2 32.8	20 20 14 7 7 870	46.5 16.3 100.0	0,1 0,4 0,4 0,4 0,4 0,4 0,4 0,4 0,4 0,4 0,4	0.0 22.2 16.7 27.8 33.3	1,022 1,065	0.0 12.5 20.8 37.5 100.0
<u>Rducation Not</u> <u>Reported</u> 0-400 401-820 821-990 991-1140 1141-1600 Median Score	115 117 187 188 980	26.8 36.8 32.1 100.7	0 4 7 7 8 8 8 1,000	0.0 17.4 30.4 34.8 17.4 100.0	0 m 0 0 0 m 0 8	000000	800700 00700 00700	0.000 0.000 0.000	686	25.0 32.1 35.7 7.2 100.0
19 de 19			`	Southeast	Техав					•
	1182 1322 1332 1336 1336 1336	0.0 47.9 35.0 12.9 4.2	27 20 20 11 4 62 62	43.5 32.5 17.7 10.0 0.0	35 35 18 62 795	29.0 29.0 9.7 100.0	90 738 14 188 10	0.0 38.1 7.5 100.0	22 22 22 18 18 68 910	0.0 32.4 32.4 26.4 8.8 100.0

continued
34,
Table

SAT Score by Education Level	Total	18	₽	Anglo	B1	Black	His	Hispanic	Other	ler.
of Parent	Number	ĸ	Number	×	Number	×	Number	ĸ	Number	ĸ
High School Graduate/ Equivalent										
0-400 401-820 821-990 991-1140 1141-1600	333 339 173 663 663	35.2 40.0 18.0 6.8 100.0	131 234 1134 522	0.0 25.1 44.8 21.7 100.0	153 75 19 249	0.0 61.5 30.1 7.6 0.8	32 32 23 10 11	26.0 26.9 195.9 100.0	233 188 108 108	30.0 30.1 24.7 13.7
Median Score Sone College 0-400 401-820 821-990 1141-1600 Median Score	880 501 501 352 1,719	101242	920 180 4600 142 953	0.0 18.7 40.7 26.1 100.0	790 790 178 178 47 47 481	0.0 51.3 37.0 9.8 100.0	910 910 10 13 13 13 13 13 13 13 13 13 13 13 13 13	3 27 2	930 930 22 22 18 123	0.00 211.1 4.6.4 17.9
Bachelor/4 year Degree 0-400 401-820 821-990 991-1140 II 41-1600 Mm Median Score	1, 285 185 185 185 185 185 185 185 185 185 1	0.0 16.1 22.5 22.2 100.0	227 227 227 227 204 1,020	0.0 10.8 35.1 28.5 100.0	27 66 27 8 169 870	0.0 38.5 40.8 16.0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0 18.7 34.4 255.0 100.0	^~ C	0.0 17.9 28.4 24.4 100.0
Graduate Degree and Higher 0-400 401-820 821-990 991-1140 1141-1600 N=	165 352 320 321 1,158	0.0 14.3 30.4 27.6 100.0	0 63 217 233 226 739 1,050	00 29.5 30.6 100.0	0 73 868 11 183 880	39.9 37.2 16.9 100.0	0 111 131 172 173 980	0.0 163.5 163.5 100.0		0.0 10.9 21.8 26.7 40.6
Education Not Reported 0-400 401-820 821-990 1941-1600 N= Median Score	55 57 27 27 17 156 880	36.5 38.5 107.3 100.0		28.6 28.6 32.1 21.4 17.9	830 30 30 30 30 30	0.0 48.3 34.5 13.8 100.0	9 9 9 9 9 9 9 9	0.0 33.3 33.3 11.2 100.0		0.0 35.5 36.7 16.7 100.0

Table 34, continued

SAT Score by	Tot	Total	An	Anglo	B 1	Black	B18	Hispanic	0	Other	
Education Level	Rumber	ĸ	Number	ж	Number	ĸ	Number	H	Number	ĸ	
				Gulf Coast	last						
<fi>41gh School</fi>											
	450 374 165	42.9 35.6 15.7	33 49 77	27.7 41.2 7.7	7 7 7 8 8 7 8 7	2.0 66.7 21.6 8.7	286 241 92	45.2 38.1	4660 472	32.1 31.6	
1141-1600 N= Median Score	1,050	100.0	119 930		102 760	100.0	633 840	00	34 196 915		
High School Graduate/ Equivalent											
0-400 401-820 821-990 991-1140	709 709 911 529 260	29.4 37.8 22.0	229 429 321	27.5 27.9 15.0	240 158 38	0 888 0 888 0 8 8 8 8	184 1225 105 38	0.694	0 8 8 8 6 0 8 8 8 0	21.5 38.1 25.0	
Nedlan Score	2,409	100.0	1,152	100.0	445 810	•	552 890	100.0	260 960		
Some College 0-400 401-820	5	20.0	472	0.0 14.8	399 399 399		voc	0.4-	70	940	
821-390 991-1140 1141-1600 N= Median Score	1,466 1,466 884 5,439	27.0 16.3 100.0	1,120 638 3,193 1,000	100.0	172 172 48 1,021 860	16.8 4.7 100.0	194 194 737 940	26.3 9.2 100.0	137 130 488 1,015	28.1 28.1 26.6 100.0	
Bachelor/4 year Degree								`			
0-400 401-820 821-990 991-1140	494 1,397 1,557	27.6 30.8 30.8	242 942 1,176	28,000 32,000 19,000	166 215 108	30.7 39.8 20.1	38 95 116	0.0 111.4 28.4 34.7	0 145 157	23.7 25.7	
1141-1600 N= Median Score	1,606 5,054 1,060	100.0	1,202 3,569 1,070	no.	240 900 900		334 1,030	, o	268 611 1,110	m o	
Graduate Degree and Higher											CV
0-400 401-820 821-990	0 494 1,270	0.0 8.1 25.0	208 797	0.0 19.0 7.0 7.0 7.0	0 161 203 122	29.1 36.6 22.0	59 134 110	0.0 13.8 31.5	0 136 232	13.3	
1141-1600 N= Median Score	2,669 6,062 1,110		1,893 4,063 1,130	100.0	554 930	60	123 426 1,020		585 1,019 1,190	57.4	

continued
34,
Table

SAT Score by	Total	1	Anglo	10	B1,	Black	Hispanic	ansc	Orbe		
Education Level of Parent	Number	 	Number	l se	Number	×	Number	ĸ	Number		
Education Not Reported											1.1
0-400 401-820	185	0.0 28.2	၀၀	0.0 18.4	23	o'v	081	6.5	0 116	00	
821-990 991-1140 1141-1600	206 130 136	31.3 19.8 20.7	4 4 4 8 0 8	27.6 24.5 5.5	3 4. 1	41.2	710	200 000	123 76	31.3 19.3	
N= Median Score	657 930	100.0	163	100.0	870 870	•	875 875		333 830 830		
				Central I	Техав						
<#11.00 School											
0-400 401-820	0 %	38.1	041	0 8	0 77 77		5 ₀		0 0		
821-990 991-1140 1141-1600	. 50 150 150	19.9 6.0 6.0	717	8 8 4 4 0 0 0	220	31.6 5.2 0.0	7 10 10 10	36.2 15.0 7.9	15 12 3	32.3 32.4 4.4	
N= Median Score	252 880	100.0	935 935	100.0	38 755	•	127 860	-	37 980		
High School Graduate/ Equivalent								v			
0-400 401-820	3000	280	139	9-11	0 7.7	6-1	0.69	9.5	21		
821-990 991-1140 1141-1600	233 129	27.0 12.3	177 177 94	27.1 14.4	7 7 7 7 7	10.6 2.6	28 8 8	41.4 4.6.6	23 23	29.1 15.2	
Na Median Score	1,051 920	100.0	652 960	•	151 820	100.0	169 870		950		
Some College	-		•		•		•	/ (,		
401-820 821-990	408 778	35.2 2.2 2.2	218	33.10	106 95	38.0 38.0 5.0	63 114	22.0 39.7	210 2210	16.0 39.7	
991-1140 1141-1600	634 387	28.7 17.5	4 W R		96 96 97	4.00	37 28	25.4 112.9	75.7	26. 18.	
Median Score	•	•	1,010		860 860	9	87 830 830	100.0	131 980	o	
Bachelor/4 year Degree											
0-400 401-820	192	10.3	0 124		37	33.6	061	0.0	0 2	0.0	
821-990 991-1140 1141-1400	520 586 566	31.9 31.4	413 501 686	27.1 32.9 31.8	44	40.0 17.3	664 604	33.3	30 30 30 30 30 30 30 30 30 30 30 30 30 3	23.2	
Na Median Score	1,864	100.0	1,522		110 880	100.0	120	100.0	112	100.0	
	•		•		,				-		

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SAT Score by	Te	Total	As As	Anglo	B	Black	H18	Hispanic	8	Other
Education Level	Number	×	Number	×	Number	×	Number	ĸ	Number	K
Graduate Degree and Higher										
0-400	135	0.0	07		200		0,5	·-	05	•
821-990 991-1140	498 670	21.6	391 576	20.9 30.7	212	40.6 20.8	14 W	96	3 Q E	4-
1141-1600 N= Median Score	998 2,301 1,110	43.4	831 1,875 1,110	44.3	101	100.0	57 149 1,070	38.3	100 176	56.8 100.0
Education Not Reported							•		•	
0-400 401-820	0 % ;	900	010		001	66	Omi	0.0	0 5 6 7	
821-990 991-1140 1141-1600	364	33.5 19.4 21.5	173 1573	22.78 22.78	~ !	စီ ဇာ ဇာ	~ =0		27 18 25	27.3 18.2 25.2
N= Median Score	191 930		990 896 8	ċ	840	•	900	100.0	99 920	
				South Te	Техав					
<pre><#1gh School</pre>	•		•		•		,			
0-400 401-820 821-990	837 575	34.4	2 4 5 9 6 6	32.8 39.6	20 20 20	69.7 26.3	737 513	49.9 34.7	28 19	45.9 31.1
991-1140 1141-1600			ี สิงใ		m 0 ;	40		3.2	တက်	
N= Median Score	1,6/2	•	870 870	•	730	100.0	1,477	100.0	61 880	•
High School Graduate/		• .								
0-400 401-820	862	34.9	149	23.0	0 80 6	0.00	289	38.4	31	0.0
821-990 991-1140	2 4 4 5 6 6 7	19.		26.3	3.71.		609 271 271	39.1 17.4	23	43.5 22.1
1141-1600 N= Median Score	2,470 890	100.0	635 950		, 155 810		79 1,558 875	100.0	11 122 920	60
Some College										
0-400	1,222	0.0	0 126	6	0 7 7		0 0 0 0	٠.	0	
821-990 891-1140	1,761	38.7 24.0	630 527	37.4 31.3	135 51	37.3 14.1	912 453	19.0	4 & & 4 & &	37.0 27.7
1141-1600 N=	475 4,552	100.0	257 1,685	w.o	10 362		174 2.278	~0	34	
Median Score	930		0		845		ĺΦ.		950	

CAT Goods he	Ě	Total	A	Anelo	BI	Black	Hier	Hanande	Ě	Orber
Education Level of Parent	Number	×	Number	H	Number	ĸ	Number	k	Number	K
Bachelor/4 Year Degree 0-400 401-820 821-990 921-1140 II41-1600 M= Median Score	436 981 889 889 659 1,000	102293.40 02293.40 022.1590	1,040 1,040	0.0 9.3 30.3 31.9 100.0	815 909.91 909.91	0.0 37.7 37.1 19.5 5.7 100.0	200 201 381 247 152 981	0.0 20.5 25.2 15.5 100.0	25 551 169 1,020	14.8 32.2 32.5 100.0
Greduate Degree and Higher 0-400 401-820 821-990 991-1140 II41-1600 Weddan Score	3,655 1,055 1,074 1,055 1,050	0.0 28.9 29.4 31.0	0 135 523 585 775 2,118 1,090	0.0 24.7 224.7 36.6 100.0		20.0 27.6 23.0 14.6 100.0	0 191 419 282 215 1,107	0.0 17.3 37.8 25.5 19.4	22 51 69 119 261 1,120	0 0 0 10 10 10 10 0
Education Not Reported 0-400 401-820 821-990 991-1140 1141-1600 Median Score	152 121 121 55 880 880	100 1145.82 1146.00 1146.00	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0 17.4 37.7 23.2 21.7 100.0	785. 1501590	0.0 60.0 33.3 6.7 0.0	340 340 345 345 30	47.6 47.6 38.1 8.3 100.0	8601 8601 8601	0 285.0 100.0 100.0 100.0
				West Texas	· • • • • • • • • • • • • • • • • • • •					
<pre><b1gh 0-400="" 1141-1600="" 401-820="" 821-990="" 991-1140="" n="Median" pre="" school="" score<=""></b1gh></pre>	46 46 57 23 23 132 880	0.0 34.9 43.2 17.4 4.5 100.0	11 6 0 10 0 10 0 10 0 10 0 10 0 10 0 10	0.0 24.0 24.0 24.0 100.0	9200 0000 0000 0000	16.7 33.3 100.0	35 39 14 4 4 870	0.0 38.0 42.4 15.2 100.0	0441060	0.0 44.4 11.2 10.0 100.0
High School Graduate/ <u>Equivalent</u> 0-400 401-820 821-990 991-1140 1141-1600 M=	255 777 277 960	0.0 20.7 29.1 100.0	27 27 58 50 16 151 151	0.0 17.9 38.4 33.1 10.6	8611 8611 8611 8611 8611 8611 8611 8611	0.0 38.5 38.5 15.3 100.0	22 22 23 23 24 25 35	23.3 23.3 25.6 8.1 100.0	0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	20.0 40.0 20.0 20.0 100.0

FRIC

Table 34, continued

SAT Score by	Total	al	Anglo	910	Ble	Black	H181	Hispanic	8	Other
concation Level	Number	R	Number	æ	Number	ĸ	Number	×	Number	ы
Some_College 0-400 401-820 821-990 991-1140 1141-1600 N= Median Score	118 118 232 167 111 628 970	18:8 36:9 26:9 17.7 100.0	0 9 1 1 2 5 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	0.0 315.5 27.9 100.0	0 17 17 5 5 40 40 875	0.0 42.5 12.5 100.0	886 628 528 5328 5328 5328 5328 5328 5328 532	20.0 461.9 25.5 100.0	0 4 6 6 16 95 85	0.0 25.0 37.5 37.5 0.0
Bachelor/4 vear Degree 0-400 401-820 821-990 991-1140 1141-1600 Wedian Score	. 0 57 147 160 115 479 1,020	0.0 11.9 30.7 33.4 100.0	0 38 124 136 103 1,030	0.0 330.5 100.0	8 17 17 18 18 18	0.0 50.0 27.8 11.1 100.0	0 11 11 11 12 4 13 14 14 14 15 16 16 16 16 16 16 16 16 16 16 16 16 16	0.0 23.5 32.4 32.4 11.7	0 2 7 11 6 6 1,020	0.0 7.7 26.9 42.3 23.1 100.0
Graduate Degree and Higher 0-400 401-820 821-990 991-1140 1141-1600 Nm Median Score	37 132 135 149 149 1,060	0.0 29.1 29.8 32.9 100.0	25 108 121 127 381 1,070	0.0 6.6 28.3 31.8 33.3	0 4 1 1 1 1 2 6 5	0.0 33.3 33.3 100.0	0 14 14 32 940	0.0 18.8 43.7 15.6 21.9	0 7 7 14 14 1,155	0.0 7.1 25.0 17.9 50.0
Education Not Reported 0-400 401-820 821-990 991-1140 1141-1600 Median Score	113 112 12 13 93 93 93	0.0 30.2 27.9 27.9 14.0	0 3 3 1 8 6 8	0.0 43.7 18.8 37.5 0.0	0 0 0 1 1,050	100 000 000 1000 000	0 11 0 0 750	0.0 66.7 33.3 0.0 100.0	0 4 8 8 8 6 0 0 8 8 8 8 8 9 0 0 0 0 0 0 0 0 0 0 0 0	0.0 17.4 34.8 21.7 26.1 100.0
<pre><b1gh 0-400="" 1141-1600="" 401-820="" 821-990="" 991-1140="" nm<="" pre="" school=""></b1gh></pre>	388 219 55 14 687 800	0.1 56.5 31.9 9.5 100.0	8 5 5 5 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	Upper Rio Gr 0.0 50.0 25.0 25.0 100.0	Grande 0 17 6 6 1 0 0 740	0.0 70.8 25.0 4.2 0.0	364 208 62 13 8648 800	0.1 56.2 32.1 9.6 100.0	8301 8301 8301	0.0 45.4 36.4 18.2 0.0

Table 34, continued

Other Number 7
Hispanic Number 2
Black Number 7
Anglo Number 7
Total Number Z
SAT Score by Education Level of Parent

Number X Number Number X Number Number X Number X Number	SAT Score by Education Lavel	To	Total	¥	Anglo		Black	H1sp	Hispanic	5	Other
Conditate Cond	of Parent	Number	ĸ	Number	ĸ	Number	K	Number		Number	ł
Score 1,000 1,00	. j H @	279 268 268 101 28 676 860	0. 41. 39. 14. 4.		27. 27. 20. 66.	1 24	. 32.0 11.00	23 23 23 79 79 853 850	00. 14.	I ₩ €	0,00,000
10 0.0	0-400 401-820 821-990 991-1140 1141-1600 N= Median Score	•	0 8 3 3 5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	31 29 29 29 960 960	0,000,0	870 870 870	0.0.4.4.0	293 301 149 149 798 880	0.68760	44126	25. 25. 00.
1	Degree Degree 0-400 401-820 821-990 991-1140 I141-1600 Wedian Score	1111 2221 176 94 603	236. 236. 00.	⊣ ó	0.0 8.4 33.7 30.5 27.4 100.0	10 10 10 22 22 920		85 133 133 352 945	040000	18830 365 060	0.0 8.3 27.8 13.9
0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0	Graduate Degree and Higher 0-400 401-820 821-990 991-1140 N= Median Score	. •	02336.	1,		30		88 131 101 950 950	222. 223. 25. 00.	0	0.0 28.5 34.5 100.0
		46 46 16 95 95 95	0.0 295.4 16.8 5.3	4	oonono	0 1 0 0 780	0,0000	23 77	ဝ်လုံလုံလုံဝ	27 27 12 12 850	0.00

Values may not sum to state total due to missing values for some variables for some cases.

Table 35: Number* and Percent of Students in Texas by SAT Score, High School Class Rank and Race/Ethnicity, 1995-96

1,1,2,3											
1,	by Class Rank	Rumber	*	Number	*	Number	×	Number	*	Number	*
Harmonia (1978) 11, 125 11,	Top Fifth					-					
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	0-400	-	0.0	٥	0.0	0	0.0	-	0.0	0	0.0
11,774 30.4 1,704 47.1 1,704	401-520 821-990	7,326	21.6 21.6	3,779	17.3	917	36.3	946 2.036	34.0	233 594	16.4
13,577 40.0 1,1930 47.3 5.30 12.1 1.35 1.00 1.1 1.35 1.51 1.35 1.51 1.35 1.51 1.35 1.51 1.35 1.51 1.35 1.51 1.35 1.51 1.35 1.35	991-1140	10,296	30.3	7,044	32.3	603	23.8	1,774	29.7	878	24.2
### 1,100 1,100	1141-1600 N=	33,947	9.04	10,326	47.3		12.1	5,982	20.5	1,915 3,617	53.6
# 1.9	Median	1,100		1,130				1,000		1,160	
## 19 19.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	econd Fifth										
## 19 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0-400	•	0.0	0	0,	7		- 1	0.0	0	0
Column C	401-520 821-990	6,119	37.4	4,697	36.2	1.041	42.1 40.1	1,309	31.2	358 628	33.0
## 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	991-1140	6,213	28.6	4,457	34.4	330	13.4	895	20.5	531	27.
## 570 1,010 850 900 9	1141-1900 N=	21,704	14.9	12,971	10.	2.471	7	302	.	385 1.902	20.
## 5.469 33.3 0.00 1.00 1.316 54.7 1.744 45.7 345 55.7 1.744 45.7 345 55.2 1.00 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.	Hedian	970		1,010		850		006		066	
\$\begin{array}{cccccccccccccccccccccccccccccccccccc	iddle Fifth										
\$\begin{array}{cccccccccccccccccccccccccccccccccccc	0-400	•	0.0	-	0.0	7	0.1	0	0.0	0	0.0
1,127 19.0 2,179 24.5 210 6.7 1.462 12.0 12.0 1.114 16,431	401-820	6 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	33.3	2,024	22.8	1,316	34.7	1,764	45.7	365	28.4
16,431 6,430 6,13 750 8.5 1,44 8,450 1,250 1	991-1140	3,127	19.0	2,179	24.5	210		462	12.0	232 276	21.4
th 2 0.1 0.0	1141-1600 N-	996 16, 431	6.1	750	æ v.	33	1.4		2.6	114	8.9
th 1,428 46.7 514 35.3 349 67.1 453 54.7 106 11,442 45.7 37.2 56.0 11,442 45.7 37.2 56.0 12.1 24.2 16.6 30 5.7 61 7.3 37.2 106 11,447 37.2 52.0 12.1 24.2 16.6 30 5.7 61 7.3 37.2 10.6 1.458 5.6 5.0 1.0 61 7.3 13.3 14.0 12.1 10.5 11.0 10.6 11.0 11.0 11.0 11.0 11.0 11.0	Median	068		930		810				016	
1,428	mrth Fifth	-									
1,428 46.7 12.1 45.8 46.7 13.5	0-400	7	0.1	0	0.0	-	0.2	. 	0.1	0	0.0
EA 12.1 242 16.6 30 5.7 61 7.3 37 840 3.655 1.458 5.6 5.7 61 7.3 37 840 3.055 1.458 5.6 5.7 61 1.0 1.5 1.5 840 3.055 1.458 5.6 5.6 810 820 <td>401-820 821-990</td> <td>1,425</td> <td>37.5</td> <td>514 620</td> <td>35.3 62.5</td> <td>145</td> <td>67.1 26.0</td> <td>459</td> <td>34.7</td> <td>10 80 80 80</td> <td>44.S</td>	401-820 821-990	1,425	37.5	514 620	35.3 62.5	145	67.1 26.0	459	34.7	10 80 80 80	44.S
\$1,055 3,055 \$4,055 1,458 \$2,055 1,458 \$2,055 1,458 \$2,055 1,458 \$2,055 1,458 \$2,055 1,458 \$2,055 1,500 \$313 \$32.8 \$315 \$32.8 \$316 \$32.8 \$317 \$40.6 \$217 \$40.0 \$318 \$32.8 \$319 \$35.0 \$319 \$35.0 \$319 \$35.0 \$319 \$35.0 \$310 \$35.0	991-1140	370	12.1	242	16.6	<u></u>	5.7	15	, .	37	15.6
Eth 10.2 0 0.0 0 0.0 1 0.6 0.9 25 11.3 53.8 18.8 15.2 57.3 52.4 86 76.8 10.4 60.9 25 17.0 5.6 32.8 17.0 5.6 32.8 17.0 5.6 32.8 17.0 5.8 32.8 18.8 15.2 57.3 52.4 870 44.9 46.4 14.6 5.9 14.6 14.6 14.6 14.6 14.6 14.6 14.6 14.6	1141-1600	3,055	0	•	B. C	520	9:1	830	7.0	LS S	6.5
th 1 0.2 0 0.0 0 0.0 0 0.0 0	Median	840				760		810		820	
13.5 53.8 98 39.4 86 76.8 104 60.9 25 17 17 18 10.8 10.8 10.8 17 18 17 18 18 18 18 18 18 18 18 18 18 18 18 18	west 71fth	٠									
2,537 28.3 18.8 10.0 698 36.1 10.8 10.8 10.0 10.8 10.0 10.8 10.0 10.8 10.0 10.8 10.0 10.0	0-400	- 6	0.5	0	0.0	0	0,	1	9.0	٥	0.0
2,537 28.3 18.8 1.0.8 7.2 6.2 7 4.1 5.2 5.0 5.0 5.0 5.0 5.0 5.0 5.0 5.0 5.0 5.0	821-990	183	31.5	36	36.6	86	17.0	98	32.0	32	34.7
23 4.0 18 7.2 0 0.0 171 49 680 870 870 690 780 820 2,537 28.3 1.65 35.4 870 44.9 466 2,537 28.3 18.8 15.2 873 34.0 698 36.1 466 1,217 13.5 85.3 18.8 1.094 1.936 4.4 248 8,974 4,538 18.8 1.094 1.936 4.4 246	991-1140	19		42	16.8	^	6.2	7	4.1	'n	10.2
2,537 28.3 18.8 1.094 1.936 4.4 1.406	1141-1600	នុះ		81	7.2	•	••	e j	1.6	7	4.1
2,537 28.3 688 15.2 573 52.4 870 44.9 406 5.1 871 52.4 870 44.9 406 40.0 8.139 35.0 1,605 35.4 373 34.0 698 36.1 464 248 1.217 13.5 85.3 18.8 1.094 2.7 86 4.4 248 1.406	N- Median	189 9	•	249 870		112 690		171 780		820 820	
2,537 28.3 688 15.2 573 52.4 870 44.9 406 3,139 35.0 1,605 35.4 373 34.0 698 36.1 464 2,080 23.2 1,392 30.6 118 10.8 282 14.6 288 1,217 13.5 45.3 18.8 1,094 2.7 1,936 4.4 246	Restitute										
2,537 28.3 688 15.2 573 52.4 870 44.9 406 3,139 35.0 1,605 35.4 373 34.0 698 36.1 464 2,080 25.2 1,505 35.6 118 10.8 282 14.6 248 1,217 13.5 853 18.8 10.94 2.7 86 4.4 248 6,974 4,538 1.094 1.996 1.936 1.406	0-400		0.0	•	0.0	•	0.1	c	G.	c	Ċ
3,13 3,0 1,902 35.4 373 34.0 698 36.1 464 1,217 13.5 853 18.8 1,094 2.7 86 4.4 248 1,094 1,994 1,996 1,406	401-820	2,537	28.3	800	15.2	573	52.4	870	44.9	406	28.9
1,217 13.5 853 18.8 30 2.7 86 4.4 248 1.094 1.994 1.996 1.406	821-990 991-1140	2,080	22.52	1,392	30.0	3/3 118	10.0	698 282	36.1 16.6	2 46 4 2 8 8 4	23.0
1, 950 L 4934 L, 936 L,	1141-1600	1,217	13.5	853	18.8	9	2.7	98	4.4		17.6
	#- W-4/+	8,974				1,094		1,936			

"Values may not sum to the state total due to missing values for some variables for some cases.

	Total	14.	Anglo	10	Black	ick Signal Signa	Hiep	Hispanic	Other	19±	Ethnicity Not Reported	city
ACI SCORE by Class Renk	Number	×	Rumber	*	Number	ĸ	Rumber	*	Number	*	Number	*
Top Quarter							,	,	,	,	ı	,
0-400	s	0.0	7	0.0	-		~ ;	0.0	- :		۰ţ	0.0
401-820	3,028	12.4	25		166	4.4	CIE*1	*	051	9	?;	
821-990	5,457	22.4	8,0/8	17.0	0.5	6.62	1,400	5.5	200	21.3	847	0.07
991-1140	8, ISO	7.7	2000	p • 7 •	25.0	19.9	1,140			7.55	7 .	
1141-1600	/\$/3/	21.0	/00.0	20.5	3	70.01	976	**	700	7.07	216	2
Nedien	1,060		1,100		609 910		980		1,100		1,100	
Second Ouarter												
700	¥ .	1,0		0.0	•	1,0	•	0.1	7	4.0	0	0.0
		y 82	2.515	26.1	1.202	62.5	2.664	58.5	307	32.5	190	37.6
#01-820 #21-880	5,197	30.5	3.247	33.7	457	23.8	1,013	25.0	319	33.8	161	31.9
991-1140	2,906	17.0	2,192	22.8	121	6.3	331	8.2	182	19.3	80	15.8
1141-1600	2,350	13.8	1,675	17.4	137	7.1	332	8.2	132	14.0	74	14.7
R- Yedisn	17,046 860		9,632		1,922		4,045 820		942 910		910	
inita dagreer												
0-400	18	0.2	0	0.0	•	0.5	==	0.5	•	0.0	-	4.0
401-820	4,994	59.3	1,805	45.5	1,017	75.7	1,782	73.8	223	53.4	165	59.1
821-990	2,048	24.3	1,241	31.3	777	٠. و	421	• • • • • • • • • • • • • • • • • • • •	801) () ()	ጸ :	707
991-1140	869	m (483	12.2	77	m e	1 8	4 6	0, 6	6.19	m v	8.11
1141-1600	600	· ·	9	0.11	•	•	911	•	9 :	?	5 (•
N- Median	8,421 820		980		720		27.0		820	•	820	
									•-			
Fourth Quarter												
0-400	7	9.0	0	0.0	•	1.4	4	1.0	0	0.0	•	0.0
401-820	843	69.3	254	53.7	178	80.5	330	81.7	21	63.8	30	76.9
821-990	230	18.9	139	29.3	ង	11.3	44	10.9	17	21.2	so.	12.8
991-1140	67		9	v. 6	Φ,	.	= :	2.7	•	7.5	 ,	5.6
1141-1600	۶:	5.7	9 (v.	φ.	2.7	2 5	3.7	• 6	7.5	m ç	7.7
N- Median	1,21,		4/3 820		720		720		700		720	
			,				;		,			
Total	51,061		29,661		5,089		11,656		3,057		1,598	
		1	•	(•							

Ayalues may not sum to state total due to missing values for some variables for some cases.

^{**}ACT Scores are adjusted to SAT Standard.

Table 37: Number* and Percent of Students in Texas by ACT** (SAT Combined Score of Students, Grade Point and Race/Ethnicity of Student, 1995-96

## Part According Particles Figure	ACT** SAT SCOTE	Total	7	Anglo	10	Black	ck	Hispanic	mic	Ethnicity Other	ier ier	Not Re	Not Reported
Total Total 1,00 1,139 1,20 1,20 1,00 1,139 1,20 1,20 1,00 1,139 1,20 1,20 1,00 1,139 1,20 1,20 1,20 1,130 1,110	by Grade Point Average	Rumber	 •	Rumber	м	Rumber	*	Number	*	Rumber	*	Rumber	*
1,000 1,00	의												
1,006 7,1 1,31 1,32 1,35		•		_	•	-	o o	c	0.0	•	0.0	6	0.0
12,403 22,0 7,004 18.5 1.159 15.4 1.159 15.4 1.159 15.4 1.159 15.4 1.159 15.4 1.159 15.4 1.159 15.4 1.159 15.4 1.159 15.4 1.159 15.4 1.159	0-400	7 9	•	•	•	1 12		90		150	· ·		
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	401-820	840°4	::	7,014	,				40.0	1.012	18.7	` <u> </u>	17.8
80 21,374 35.4 15,320 42.2 515 16.0 2,071 21,56 47.1 21,56 47.1 21,56 47.1 21,56 47.1 21,56 47.1 21,56 47.1 21,56 47.1 21,56 47.1 21,56 47.1 21,56 47.1 21,56 47.1 21,56 47.1 47.1 21,56 47.1 </td <td>821-990</td> <td>12,461</td> <td>22.0</td> <td>01067</td> <td></td> <td>1, 139 939</td> <td>, ,</td> <td>707 6</td> <td>4 60</td> <td>100</td> <td>7 7 2</td> <td>200</td> <td>30.00</td>	821-990	12,461	22.0	01067		1, 139 939	, ,	707 6	4 60	100	7 7 2	200	30.00
Score 1,157 37.6 15,721 42.2 5.21 10.0 1,100 1,1140 1,14	991-1140	18,904	33.3	13,520	B ()	670	9:	7,630		0000	7.7	35	26.0
Scores 1,100 1,120 2,421 1,000 1,100	1141-1600	21,357	37.6	15,951	42.2	210	10.0	2,0/1	£1.3	2,248	1./4	717	43.0
Scores 1,100 20,887 21,208 20,887 21,208 22,208 22,208 22,208 22,208 22,208 22,208 22,208 23,208		56,773		37,820		3,215		200		1,410		1 140	
20, 887 11.6	Median Score	1,100		1, 120				2001					
20,877 31.8													
20,887 31.8 7,358 20.6 4,377 22.8 7,415 47.4 1,276 26.7 301 23,288 35.5 11,275 37.1 16.0 5,289 35.8 1,678 35.1 22.7 11.2 60 7,861 12.0 5,701 16.0 5,62 15.80 12.7 1,084 22.7 1,	B- 10 B+	•											
20,887 31.8 1,358 20.6 4,537 52.8 7,415 47.4 1,276 22.7 301 20,887 31.8 1,525 37.1 2,825 32.8 5,289 31.8 1,276 35.1 22.1 800 13,485 35.5 11,275 37.1 16.0 1,80 12.0 1,980 12.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,084 22.7 1,089 14.5 1,589 73.5 2.021 67.8 376 51.1 12.7 1,084 22.7 1,089 14.5 1,589 73.5 2.021 67.8 376 51.1 12.7 1,084 22.7 1,089 14.5 1,589 73.5 2.02 1,099 14.5 1,589 73.5 2.02 1,099 12.2 1,099 14.5 1,099 14.5 1,099 14.5 1,099 14.5 1,099 14.5 1,099 14.5 1,099 14.5 1,099 14.5 1,099 12.2 1,099 14.5 1,099 1	907	:	1.0	•	0.0	12	0.2	13	0.1	•	0.1	0	0.0
Score 5,228 53.5 13,275 57.1 2,825 52.8 53.8 13.6 1,676 55.1 221 1,445 20.6 5,415 26.3 864 4.2 1,980 12.7 1,084 22.7 142 860 1,581 12.0 5,754 16.0 8,602 15,630 12.7 1,084 22.7 142 860 65,554 12.0 5,754 16.0 8,602 15,630 12.7 1,084 22.7 193 861 10.2 1,080 12.2 1,989 14.5 1,589 17.5 2,01 67.8 316 51.1 127 861 10.2 1,080 1.0 0.0 0.0 0.0 170 170 170 862 20.6 5,09 14.5 1,589 17.5 2,01 67.8 316 51.1 127 860 1,080 1.0 0.0 0.0 0.0 0.0 170 170 860 25.6 47 49.3 14.5 14.5 14.5 170 870 820 12.2 199 11.1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		7 6	=	7 458	A. 00	4.517	57.8	7.415	47.4	1.276	26.7	301	37.9
Score 5,554 5,701 16.0 864 10.0 1,980 12.7 1,084 22.7 142 5core 5,554 5,701 16.0 8,602 840 933 6.0 7734 15.4 15.4 15.9 5core 5,102 56.2 1,989 41.5 16.0 8 0.4 11 0.4 0 0.0 2 5,073 28.3 1,689 41.5 1,589 73.5 2,021 67.8 376 51.1 122 500 10,050 9.7 64.78 8.5 20.1 684 23.0 219 29.8 360 10,831 4,788 7.5 20.1 684 23.0 219 29.8 31.8 5core 10,831 4,788 7.5 2,021 67.8 376 51.1 122 500 10,050 9.7 64.78 8.5 2,161 2.9 31 770 820 10,831 4,788 7.4 0 0.0 0 0.0 0 0.0 1 0.8 0 0.0 0.0 249 63.0 71 49.3 5.8 81.6 91 69.5 22 22 22 22 22 22 22 22 22 22 22 22 22	401-520	70,007	. v	12.275	17.7	2.825	32.8	5.289	33.0	1.678	35.1	221	27.9
Score 65,554 12.0 5,701 16.0 364 4.2 933 6.0 7734 15.4 129 Score 65,554 12.0 5,701 16.0 364 4.2 933 6.0 7734 15.4 15.4 129 Score 65,554 12.0 5,701 16.0 364 4.2 933 6.0 7775 15.4 15.4 15.4 15.4 15.4 15.4 15.4 15.	821-990	207167) Y	1 4 G	2 70	98.4	9	1.980	12.7	1,084	22.7	142	17.9
Score 6,534 127 35,754 8,662 15,630 4,775 793 860 6,502 15,630 4,775 793 860 6,102 2,100 2 1,639 4,775 793 793 793 793 793 793 793 793 793 793	041-166	13,460	200		5.4	48	6.2	660	9	734	15.4	129	16.3
Score 910	1141-1600	1006/	7.	15,754		8.602	•	15,630	}	4.775		793	
6,102 56.2 1,989 41.5 1,589 73.5 2,021 67.8 376 51.1 127 6,102 56.2 1,989 41.5 1,589 73.5 2,021 67.8 376 51.1 127 1,050 9.7 693 14.5 1,589 73.5 2,021 67.8 376 51.1 127 800 10,851 4,788 2,161 2,979 170 5.7 90 12.2 10 800 10,851 4,788 2,161 2,979 170 820 770 800 10,800 10	Medien Score	016		970		820		840		930		910	
21 0.2 0 0.0 0.0 8 0.4 11 0.4 0 0.0 2 3,073 28.2 1,989 41.5 1,589 73.5 2,021 67.8 376 51.1 127 8,0 1,050 9.7 693 14.5 47.8 87 4.0 170 5.7 90 12.2 10 1,050 9.7 693 14.5 47.8 8.5 2,161 2.0 93 3.1 51 6.9 187 8core 820													
21 0.2 0.0 0.0 8 0.4 11 0.4 0.0 0.0 6,102 56.2 1,989 41.5 1,589 73.5 2,021 67.8 376 51.1 127 40 1,056 9.7 41.5 43.5 20.1 684 23.0 21.9 29.8 36.1 50 10,851 3.6 40.7 8.5 2,161 2.0 93 3.1 736 51.2 10 5core 10,851 4,786 8.5 2,161 2.0 93 3.1 53 187 5core 820 0.0	to to												
6, 10 5 6, 10 5 6, 10 5 6, 10 5 6, 10 5 7, 10		;	•	•	•	•	•	=	•	•	•	•	-
6,102 50.2 1,599 41.3 1,597 1,	0-400	12	7.0	9	•		•	1 60 6		376		13.2	1.1
\$\begin{array}{cccccccccccccccccccccccccccccccccccc	401-820	6,102	7.00	1,409	7	60764		170.7		9 6		35	
Score 10,850 5.6 407 8.5 42 2.0 93 3.1 51 6.9 12 Score 820 770 8.5 4,788 770 820 770 1 0.3 0 0.0 0 0.0 1 0.8 0 0.0 0 249 63.0 71 49.3 53 81.6 91 69.5 22.1 9 20.9 1 40 31 7.9 16 11.1 3 4.6 6 4.6 6 14.0 0 Score 820 770 820 11 6 1 0.4 30.6 6 9.2 22.1 9 20.9 1 40 31 7.9 16 11.1 3 4.6 6 4.6 6 14.0 0 Score 820 770 695 820	821-990	2,0,5	2.0.7	1,099) e	100	2 2	,	9	12.5	2 =	4.5
Score 10,851 4,786 2,161 2,979 736 187 820 820 820 820 820 820 770 820 770 820 770 820 770 820 770 820 770 820 770 820 770 820 820 820 820 820 820 820 820 820 82	991-1140	000,1		569	, .	\$: 5		2 :	4.4
Score 820 770 820 770 770 770 770 770 770 770 770 770 7	1141-1600	000	9.0	700	•	191.6	;	2,979	:	736	}	187	;
1 0.3 0 0.0 0 0.0 1 0.8 0 0.0 0.0 0.	Median Score	820		980		740		770		820		770	
1 0.3 0 0.0 0 0.0 1 0.8 0 0.0 0.0													
1 0.3 0 0.0 0 0.0 0 0.0 0 249 63.0 71 49.3 53 81.6 91 69.5 23 53.5 11 89 22.5 44 30.6 6 9.2 29 22.1 9 20.9 1 31 7.9 16 11.1 3 4.6 6 4.6 6 14.0 0 25 6.3 13 9.0 3 4.6 4 3.0 5 11.6 0 770 850 720 740 820 695	P- to P+												
1 0.3			•	•	•	•	•	-	•	•	•	•	•
249 63.0 /1 49.3 53 61.6 51 52.1 52.2 53.5 11.6 89 22.5 44 30.6 6 9.2 29 22.1 9 20.9 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	0-400	-	n.	9	•	> <u>5</u>	•	ተ ፩	•			? =	2
89 22.5 44 30.6 5 4.6 6 4.6 6 14.0 0 1 2 2 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5	401-820	249	0.00	7:		1	0.00	7 6		3 •	, e	-	71.7
21 /2	821-990	20.0	77.0	; :	20.	•	4	3 4	4.4	· •	14.0	۰ د	
395 131 43 12 295 144 65 720 740 820 695	991-1140	ָרָרָ מַרָּ	•	2 5		n ••	. 4	• •	0		11.6		
770 850 720 740 820	0091-1411	រ និ	:	144	:	. 29	•	131	2	43		12	1
	Medies Come	22		850		720		740		820		695	

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

Matheta X Number X Nu	Total
### Special Carry Material City 10	X Number
0.0 0.0 <td></td>	
3,336 52.5 5,578 46.5 944 27.3 106 90.0 2,338 52.5 5,578 46.5 13.1 944 27.3 106 38.1 6,358 10.1 1,568 13.1 749 22.9 88 18.0 6,358 12,004 3,272 497 15.2 78 18.0 1,154 73.0 1,516 65.9 27.9 27.3 27.3 77 65.3 1,154 73.0 1,516 65.9 27.9 27.3 27.3 77 65.3 1,581 20.1 5,52 20.0 144 27.6 24 20.3 1,581 20.1 5,52 20.0 144 27.6 24 20.3 1,581 20.1 5,52 20.0 144 27.6 24 20.3 1,581 20.1 1,516 65.9 144 27.6 24 20.3 1,581 20.1 1,516 65.9 27.9 118 770 1,581 20.1 1,516 65.9 144 27.6 24 20.3 1,581 20.1 1,516 65.9 144 27.6 20.3 1,581 20.1 1,516 65.9 144 27.6 20.3 1,581 20.1 1,516 65.9 144 27.6 20.3 1,581 20.1 1,516 65.9 144 27.6 20.3 1,581 20.1 1,516 65.9 118 27.6 118 1,581 20.1 1,510 10.9 10.0 0.0 1,581 20.1 1,510 10.9 10.0 0.0 1,581 20.1 1,510 10.9 10.0 0.0 1,581 20.1 1,591 1,	0.0 7.5 21.3 31.9 39.3 39.3 20,584 1,140
1,154 73.0 1,516 65.9 273 52.3 77 65.3 59.3 15.5 65.3 24.0 144 27.6 5.3 24.0 15.5 65.3 25.3 25.0 15.5 65.3 25.3 25.0 15.5 65.3 25.3 25.0 15.5 65.3 25.3 25.3 25.0 25.0 25.0 25.0 25.0 25.0 25.0 25.0	0.1 32.1 35.0 20.8 12.0 20.150 20,150
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3,012 41.8 1,466 32.4 39.2 63.3 982 59.4 124 40.7 48 12.59 36.0 1,786 39.4 18.2 29.4 489 29.6 11.5 37.7 27 40.0 59.7 8.3 484 10.7 15 2.4 70 4.2 16.4 19.0 7,213 4,530 619 1.653 30.5 1.653 30.5 1.653	Median Score	1,060		1,070		26/ 910		1,257 980		329 1.050		76	•
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Son-Matropolitan Non-Adjacent Son-Matropolitan Non-Adjacen	N- Madden Corre	34 705		16 820		650		8 679		995		1 670	
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1,644 39.0 1,049 42.2 204 33.0 275 33.2 119 42.5 17 40 661 15.5 463 18.7 58 9.4 79 9.5 57 20.4 4 4 4 500 4,270 2,484 18.7 58 9.4 79 9.5 57 20.4 4 4 4 500 4,270 2,484 18.7 58 9.4 79 9.5 57 20.4 4 4 5 59 500 50 59 50 59 50 59 50 59 50 59 50 59 50 59 50 59 50 59 50 59 50 59 50 59 50 59 50 59 50 59 50 50 50 50 50 50 50 50 50 50 50 50 50	0-400	0 ;	0.7	0 [4	0,4	344	0.0	0 643	50.0	2,0	0.0	0 [2	50.0
40 661 15.5 463 18.7 58 9.4 79 9.5 57 20.4 4 500 404 9.4 2,484 12 1.9 43 5.2 31 11.0 7 5core 400 4,270 2,484 12.5 618 829 280 29 29 5core 800 0.0 0.0 0.0 0.0 93 820 820 820 820 5core 800 0.0	821-990	1,664	39.0	Ξ,	42.2	204	33.0	275	33.2	119	42.5	17	28.8
500 404 9.4 311 12.5 12 1.9 43 5.2 31 11.0 7 Score 4,270 2,484 12 1.9 43 5.2 31 11.0 59 Score 880 10 10 10 10 10 20 29 A 405 60.6 143 48.5 118 69.8 108 75.5 23 52.3 13 A 5 5 77 95 32.2 43 25.4 27 18.9 16 4 4 4 A 0 5 77 95 32.2 4 2.8 5 11.3 0 50 5 78 74 76 76 770	991-1140	199	15.5	463	18.7	28	9.4	23	9.5	27	20.4	4	æ.
Score 4,270 2,484 918 918 929 250 250 27 250 27 27 27 27 28 27 28 27 27 27 27 27 27 27 28 27 44 27 28 27 28 27 28 29 20	1141-1600	404	9.4	311	12.5	12	6:1	φ. 6,0	5.2	31	11.0	- 9	11.9
1 0.2 0 0.0 1 0.6 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0 0.0 0 0 0.0 0 0 0.0 0 0 0.0 0 0 0.0 0 0 0.0 0 0 0.0 0 0 0.0 0 0 0.0 0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0	Median Score	4,2/0 880		910		810		820		935		820	
1 0.2 0 0.0 1 0.6 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0				i									
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185 27.7 95 32.2 43 25.4 27 18.9 16 36.4 4 4 2.8 11.3 0 6 2 6 3.6 4 2.8 5 11.3 0 6 2 5 6 3.6 4 2.8 5 11.3 0 6 2 5 3.7 20 6.8 169 143 2.8 4 4 170	0-400	- 40	7. v	0 871	0.0	- = =	9.0	0 80	0 % 0 %	0 %	52.3	0 ~	26.0
52 7.8 37 12.5 6 3.6 4 2.8 5 11.3 0 2 2 3.7 2.0 6.8 1 0.6 14.3 2.8 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	401-820 821-990	185	27.7	5 2 2	32.2	63	25.4	27	18.9	3	36.4	4	23.5
25 3.7 20 6.8 1 0.6 4 2.8 0 0.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	991-1140	22	8 .	37	12.5	•	3.6	∢ .	2.8	so c	11.3	0 (0.0
740 760 840 820	1141-1600	ងខ្ម	3.7	20	œ.	1 691	•	163	8.2	0.4	0.0	0 71	0.0
	Median Score	780		840		740		760		820		770	

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conti
38
Table

ACT**/SAT Score	Total	ם	Anglo	이	Black	k S	Hispanic	ante	Other	ler	Rthnicity Not Reported	city
by Grade Point Average	Number	•	Number	*	Number	•	Rumber	*	Number	*	Number	*
D- to D+					•							
0.400	•	0.0	0	0.0	0	0.0	•	0.0	•	0.0	0	0.0
401-820	11	61.1	4	57.1	•	75.0	~	40.0	7	100.0	0	0.0
821-990	7	38.9	•	42.9		25.0	m	0.09	0	0.0	0	0.0
991-1140		0.0	•	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	•	0.0	0	0.0	0	0.0	•	0.0	•	0.0	0	0.0
£	18				4 6		5		7,5		0	
Median Score	09/	ı	078		000		020		CS/		:	
		1	•		•							

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

دي

Columb	Point Average	Total	_	Anglo	او	BL	Black	His	Hispanic	8	Other	Ethn Not Ro	Ethnicity Not Reported
1,000 1,00		Number	*	Rumber	*	Number	*	Number	*	Number	×	Number	*
Correction Cor						High Plai	8						
100 100	ដ												
1,070 1,07		•	0.0	0	0.0	•;	0.0	٥,	0.0	01	0.0	0 (ö
Scores 1,199 575 575 575 575 575 575 575 575 575 5	401-820	182		9 9 4 4 4 4	0.4.0	21	33.9	8 S	34.1	38	25.7	7 60	4 6
Secret 1,070 1,190 1,1	821-990	1.139	36.0	974	41.1	12	16.1	4	30.5	\$4	30.4	16	36
Scores 1,772 1,784 905 905 1,0	1141-1600	932	31.9	800	33.9	Φ (12.9	25	16.6	58	39.2	21 7	36
1,027 39.4 51.5 56.8 50.0 50.0 1 50.2 50.0 1	N= Median Score	2,923 1,070		1,090		908		066		1,095		_	
1,027 19.0													
Scores 23.4	ı۰	1	0.1	•	0.0	0	0.0	-	0.2	0	0.0	۰:	oʻ;
1,022 13-3	401-820	903	4.65	513	26.8	0 ¥	62.1	152 153	50°8	32	29.4 39.4	13	3 =
Score 2,704 11.2 251 13.1 4 2.8 5.7 11.0 9 Score 2,704 1.915 13.1 14 2.8 4.2 4.2 11.0 9 Score 210 0.0 0	821-990	1,027	17.3	387	20.5	'n	4.1	25	10.5	22	20.2	7	4 4
Scores 2,704 1,915 7,90 820 820 910 860 860 860 860 860 860 860 860 860 86	1141-1600	304	11.2	152	13.1	4	2.8	58	5.7	71.	11.0	Φ;	77
24 618 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	No. Median Score	2,704 910		1,915 910		145 790		8 5 4 6 4 6 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6		016 601		1 0 9 8 8 6 0	
243 63.8 132 55.2 26 81.3 70 83.3 9 50.0 0 6 6 6 6 8 8 13 70 83.3 70 83.3 9 50.0 6 6 6 6 8 23.7 72 30.1 5 15.6 11 13.1 1 2 1 5.6 0 0.0 6 0.0 1 1.2 1 1.2 1 5.6 0 0.0 6 0.0 1 1.2 1 1.2 1 5.6 0 0.0 0 0		•											
Score 10 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	- to C+					,	,	•		•	•	•	•
Score 381 3.4 239 3.7 72 30.1 5 15.6 11 13.1 8 44.4 2 2 2 3 5.6 1 5.6 1 1 13.1 8 44.4 2 2 3 5.0 1 1 1 1.2 1 1 1.2 1 1 5.6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0-400	- 6	S:0	<u>:</u>	0.0	0 4	0.6	- 2	1.2	0 0	0.00	o •	o 5
Score 126 6.8 123 9.6 1 3.1 1 1.2 1 5.0 0.0 8 8 8 1.2 1 1.2 1 5.0 0.0 8 8 1 1.2 1 1.2 1 5.0 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	401-820 821-990	86	22.7	22	30.1	, w	15.6	:=:	13.1		44.4	70	ង់។
Score 770 829 720 720 730 815 820 820 820 820 820 820 820 720 730 815 820 820 820 820 820 820 820 820 820 820	991-1140	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	0 e.	22	 	•	.0.0	→ →	1:2	40	900	•	i
Score 770 820 7.0 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0		381		239		32		48 5		18		8	
Score 820 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	Median Score	9//		078		07/		2		3		27	
Score 820 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0)- to D+												
Score 820 1 55.5 6 60.0 1 50.0 2 40.0 0 1 100.0 0 0 0 0 0 0 0 0 0 0 0 0 0	0-400	•	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	Ö
Score 1 5/6	401-820	2,	85 t	.	0.0		0.0	~	0.04	0	100.0	0 0	
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Score 820 820 83 6 72	1141-1600	7	11.1	N'	20.0	01	0.0	٥,	0.0	۰.	0.0	0 (ċ
FOOTEHWEST ROTTHWEST ROTTHWEST 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0	No. Markey	18 820		820 820		830		860		720		° ;	
Rorthmet 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 117 5.3 81 4.3 9 23.1 16 10.6 11 11.8 0 550 24.9 450 23.7 12 30.8 56 37.1 24 25.8 8 40 812 36.7 709 37.3 11 28.1 55 36.4 30 32.3 7 600 730 33.1 659 34.7 7 18.0 24 15.9 28 30.1 12 600 2,209 1.090 990 1.020 1.000 1.000	DEGLESS SCOLE			ļ									
0 0.0 0.0 0.						Northwe	4						
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117 5.3 81 4.3 9 23.1 16 10.6 11 11.8 0 550 24.9 450 23.7 12 30.8 56 37.1 24 25.8 8 8 8 7.1 5.0 5.0 5.7 709 37.3 11 28.1 55 36.4 30 32.3 7 7 18.0 24 15.9 28 30.1 12 12 12 12 12 12 12 12 12 12 12 12 12	0-400	0	0.0	0	0.0	0	0.0	0	0.0	•	0.0	•	Ö
550 24.9 450 25.7 12 50.8 50 57.1 24 25.8 6 1 812 36.7 709 37.3 11 28.1 55 36.4 30 32.3 7 10 730 33.1 659 34.7 7 18.0 24 15.9 28 30.1 12 2,209 3 1,899 39 151 93 27 1.060 1.140	401-820	117	8.3	18	6.4	٠.	23.1	92	10.6	= ?	11.8	0	٥٥
0 730 33.1 659 34.7 7 18.0 24 15.9 28 30.1 12 12 27 13.20 1.899 34.7 39 15.0 1.060 1.060 1.40	821-990 991-1160	550 812	24.9 36.7	709	37.3	11	28.1	88	36.4	30	32.3	• ~	ដ
2,209 1,899 39 1.51 93 1.00 1.000 1.	1141-1600	730	33.1	629	34.7	7	18.0	42:	15.9	5	30.1	21	44.
	·	2,209		1,899		A C		1.020		1.060		1,140	

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Table 39, continued

Number X Number Z Num		ĸ			•							
Secretary Secr	00 640 8core		Number		Number	*	Number	ĸ	Number	×	Number	×
Score Second Se	0 0 40 500 8core	•	•	Ġ	¢	•	¢		•	•	•	
Score 1557 1549 1574 157 159 1575 159 15	800 8000 800Tee	35.6	462	32.3	9 69	200	2.7	. 9. 6 . 6. 6	32 6	32.0	929	000
Score 1,817 1,525 1017 112 119	Score		383	16.6	121	12.	33,	11.5	; II ,	16.5	3 m (12.0
Score SSO SIO O O O O O O O O O	Score		1,430	?	112	. /•7	159	9	91 6	4.	۲ ₂	
127 0 0.0	to C+		016		790		840		860		910	
Score												
8core 15.7 25.4 14.2 15.2 15.2 15.2 15.2 15.2 15.2 15.2 15		0.0	0	0.5	٥ ;	0.0	۰:	0.5	0	0.0	0 (0,
400 8 3 7.3 6 4 4 8 4.1 7.7 18 5.5 1 12.5 600 225 3.9 6 4 4 8 7.7 18 7.7 18 5.5 1 12.5 600 226 3.9 6 6 7.2 18 7.5 18 12.5 600 1 1 14.5 1 16.7 0 0.0 0 0.0 0 0.0 600 1 1 14.5 1 16.7 0 0.0 0 0.0 0 0.0 600 1 1 14.5 1 16.7 0 0.0 0 0.0 0 0.0 600 2,564 18.7 1,711 16.6 1.2 24.4 24.7 29.4 41.5 600 15,728 4.3 1.7 11 16.7 2.4 24.7 29.4 41.5 8core 1,120 1,140 50 1 0.0 0 0.0 0.0 0.0 6,503 34.3 3.2 35.2 35.2 34.8 35.9 28.5 44.8 34.1 41.5 600 2,435 24.3 3.7 3.7 3.8 46.0 36.8 35.9 28.5 44.8 34.1 41.5 600 2,435 24.3 3.7 3.7 3.8 46.0 36.8 35.9 28.5 44.8 34.1 41.5 600 2,435 24.3 3.7 3.7 3.8 46.0 3.8 5.5 35.8 35.8 35.8 35.8 35.8 35.8 3		97.0 76.8		30°8	1,5	18.5	4 w	16.7	n	12.5	m -4	5 X
205 148 277 770 820 720 725 775 770 820 770 820 770 770 820 770 770 820 770 9 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0		v.v v.o	SI &	8.4 8.1	-0	3.7 0.0	o -1	0°9		12.5 12.5	00	000
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820 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.	± s											
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Score 820 1 14.3 1 16.7 0 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0		57.1 14.3	n -	49.9 16.7		• •	⊣ o	0.0	00	o o	00	00
### Metroplax 0		14.3 14.3		16.7 16.7	00	00	• •	00	00	• • • •	00	00
Metroplex			865		° ¦		760		۰;		۱ ۵	
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778 5.7 317 3.1 217 25.0 110 13.1 127 8.1 6.6 30.2 34.8 243 29.0 290 18.4 44.1 32.4 44.1 32.4 24.4 24.4 24.7 29.4 41.5 26.4 44.1 32.4 4.735 46.0 13.7 15.8 239 28.5 740 47.1 26.0 15.2 20.4 47.1 20.1 15.8 239 28.5 740 47.1 20.1 1,120 1,140 950 1,140 950 1,582 54.6 35.8 54.6 36.9 36.9 36.9 36.9 36.9 36.9 36.9 36	to A+				ardoren	4						
778 5.7 317 3.1 22.0 110 13.1 127 8.1 40.0 4,441 32.4 3.22.7 34.3 212 24.4 247 29.0 29.0 18.4 415.0 4.441 32.4 4.735 46.0 13.7 15.8 29.0 29.0 29.0 18.4 415.0 47.1 16.6 32.2 34.8 243 29.0 29.0 18.4 415.2 24.4 247 29.4 415.2 24.4 247 29.4 415.2 24.4 247 29.4 415.2 24.4 247 29.4 415.2 24.4 247 29.4 415.2 24.4 247 29.4 415.2 24.4 247 29.4 415.2 24.4 247 29.4 415.2 24.4 247 29.4 415.2 24.4 247 29.4 415.4 2.820 1,030 1,046. 1,316 1,316 1,316 1,316		0.0		0.0	0	0.0	0	0.0		0.0	0	0.0
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Score 13,708 10,290 868 839 1,572 1,140 1,120 1,140 1,		32.4 43.2	3,527.	34.3 46.0	212 137	24.4 15.8	247 239	29.4 28.5	415 740	26.4	40 47	28.8
4,357 26.6 1,832 17.3 1,565 55.5 540 36.9 35.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0			10,290		868 950		839		1,572	!	139	
0 0.0 1 0.0 6 0.2 1 0.1 1 0.1 0 4,357 26.6 1,832 17.3 1,565 55.5 540 36.9 35.8 27.2 0 5,603 34.3 3,72 35.2 867 30.8 524 35.8 449 34.1 40 3,958 24.2 3,076 29.1 254 9.0 277 18.9 308 23.4 80 2,433 14.9 1,943 18.4 2,820 4.5 122 8.3 200 15.2 16,360 10,574 2,820 1,464 1,316 1.316	B 1006				8		200				24.	,
4,357 26.6 1,832 17.3 1,565 55.5 540 36.9 358 27.2 5,603 34.3 3,722 35.2 867 30.8 524 35.8 449 34.1 0 3,958 24.2 3,076 29.1 25.4 35.8 449 34.1 10 2,433 14.9 1,943 18.4 128 4.5 18.9 200 15.2 16,360 10,574 2,820 1,464 1,464 1,316 15.2		0.0	. -	0.0		0.2	-	0.1	-	0.1	0	0.0
3,958 24.2 3,076 29.1 254 9.0 277 18.9 308 23.4 1,943 18.4 128 4.5 122 8.3 200 15.2 16,360 10,574 2,820 1,464 1,316		26.6 34.3	1,832 3,722	17.3 35.2	1,565 867	55.5 30.8	540 524	36.9 35.8	358 449	27.2 34.1	62 4 1	33.3
16,360 10,574 2,820 1,464 1,316	- 8	24.2 14.9	3,076 1,943	29.1 18.4	254 128	9.0 2.0	277 122	18.9 8.3	308 200	23.4	43 60	23.1
	,		10,574		2,820		•		1,316		186	

Control Average Number X Number X Number X				*	Other	Not Reported	ot Reported
Score 1,277 40.2 0 0.0 438 10 1,277 45.0 5.20 37.6 458 40 1,281 11.7 21.5 5.20 37.7 1156 500 2,445 11.7 21.6 8.0 7.0 6.5 500 17 22.6 8.0 10 0.0 0.0 0 17 22.6 8.0 10 0.0 0.0 0 18 22.8 10.7 11.7 11.3 5core 820 10.0 0.0 0.0 0.0 11.0 5 6.0 1,065 38.9 930 40.0 950 5 6.0 1,065 38.9 930 40.0 950 5 6.0 1,065 38.9 930 40.0 950 5 6.0 1,065 38.9 930 40.0 950 5 6.0 1,065 38.9 930 40.0 950 5 6.0 10 10 0 0.0 11.0 5 6.0 10 10 0 0.0 11.0 5 6.0 10 0 0.0 0.0 0.0 0.0 5 6.0 10 0 0.0 0.0 0.0 0.0 5 75 35.6 5.8 27.5 11.6 491 5 75 35.6 5.8 11.0 5.0 0.0 0.0 0.0 0.0 5 70 18.8 2.1 1.9 50 11.0 491 5 70 18.8 2.1 1.9 50 11.0 491 5 70 18.8 2.1 1.9 50 11.0 491 5 70 18.8 2.1 1.9 50 11.0 491 5 70 18.8 2.1 1.9 50 11.0 491 5 70 18.8 2.1 11.0 50 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.			Number 3	Number	*	Number	ĸ
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Table 39, continued

T-98

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1,136 31.5 45.7 22.9 460 54.6 131 40.0 79 26.9 9 9 9 9 9 9 9 9 9	1,136 41.2 41.2 45.2 45.4 131 40.0 79 26.9 9 1,136 41.2 41.2 43.5 43.5 45.3 45.4 13.2 40.0 79 26.9 9 1,136 41.2 41.2 43.5 43.5 43.5 45.2 40.0 79 26.9 9 256 16.6 23.7 11.9 16.6 13.2 40.0 12.7 43.2 40	Median Score	1,060		1,080		910		965		1,095		1,210	
1,116 31.5 4.57 23.9 4.60 54.6 131 40.0 79 22.9 9 1,136 41.2 83.5 4.57 23.9 22.3 4.61 131 40.0 79 22.9 9 40	1,136 1,136 1,136 1,135 1,13	B- to B+												
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0 1,394 41.2 838 43.9 293 34.8 132 40.2 127 43.2 40.2 137 40.2 137 43.2 43.2 40.2 137 40.2 40.2 137 40.2 40.2 13.1 13.2 40.2 40.2	0 1,994 41.2 838 43.9 233 34.8 132 40.2 127 43.2 4 40 1,994 41.2 838 43.9 12.9 16.9 16.9 17.9 17.9 17.9 17.9 17.9 17.9 17.2 17.9 17.2 17.9 17.2 17.9 17.2 17.9 17.2 17.9 17.2 17.9 17.2 20.0 0	401-820	1,136	33.5	457	23.9	460	54.6	131	40.0	79	26.9	•	69.2
Score 3,386 8.7 227 11.9 16 1.9 22 6.7 30 10.2 0 842 1.999 842 1.9 6.7 328 6.7 30 10.2 0 844 1.999 842 1.9 6.0 10.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	Score 3,386 8.7 227 11.9 16 1.9 22 6.7 30 10.2 0 Score 8,990 11.909 11.9 16 1.9 22 6.7 30 10.2 0 Score 8,990 11.909 11.9 16 1.9 22 6.7 30 10.2 0 1 0.2 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.	821-990	1,394	41.2	7 00	4 C	293	8. e	132	40.2	127	43.2	∢ (30.0
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Score 890 920 820 820 860 930 820 820 860 930 820 820 820 820 820 820 820 820 820 82	Score 890 920 820 860 930 820 860 930 820 </td <td>N-</td> <td>3,386</td> <td>;</td> <td>1,909</td> <td></td> <td>842</td> <td></td> <td>328</td> <td>•</td> <td>294</td> <td>1</td> <td>. E1</td> <td>;</td>	N-	3,386	;	1,909		842		328	•	294	1	. E1	;
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Score 800 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	Score 186 30.1 96 36.1 57 23.0 21 38.9 11 23.9 1 40 45 7.3 30.11.3 9 3.6 3 3.6 3 5.5 3 6.5 3 6.5 800 618 2.9 11.3 9 3.6 3.4 46 46 46 46 46 46 46 46 46 46 46 46 46	0-400 401-820	4 892	20.05	128	48.1	179	72.2	29	53.7	30	65.2	~	0.00
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Score 618 2.9 12 4.5 2 0.8 1 1.9 2 4.4 1 1 1	Score 618 2.9 12 4.5 2 0.8 1 1.9 2 4.4 1 1 1 1 2 618 2.9 266 248 54 46 46 4 4 1 1 2 63.1 2 83.0 795 795 795 865 865 865 865 865 865 865 865 865 86	991-1140	45	7.3	90	11.3	Φ.	e .	en •	٠. د.	en (S. 9	0	0.0
Score 8018 200 730 795 40 40 40 40 40 40 40 40 40 40 40 40 40	Score 618 200 730 795 785 865 865 867 867 867 865 865 865 865 865 865 865 865 865 865	1141-1600	18	2.9	12	4.5	7	œ. 0	- ;	1.9	~ ;	4.4		25.0
0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.	N=N	8 Q		9 CP		730		79.5		785 285		8 4 4	
0 0.0 0.0 0.0 0 0.0 0.0 0 0.0 0.0 0 0.0	0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0	BTOOK THEFT	3		}				1		}		}	
0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0	0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0	D- to D+												
12 63.1 3 50.0 7 87.5 0 0.0 2 100.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	12 63.1 3 50.0 7 87.5 0 0.0 2 100.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0-400	•	0.0	0	0.0	0	0.0	0	0.0	•	0.0	0	0.0
6 \$1.6 2 33.3 1 12.5 3 100.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	6 31.6 2 33.3 1 12.5 3 100.0 0 0.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	401-820	71	63.1	•	50.0	7	87.5	0	0.0	7	100.0	•	0.0
0 1 5.3 1 16.7 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	1 5.3 1 16.7 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	821-990	•	31.6	~	33.3	←	12.5	m (0.001	0	0.0	0 (0.0
1-1000 19 6 8 3 10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	19 6 8 3 2 0 0 750 840 680 900 715	991-1140	o -	0 *	o -	0.0	9 0	9 6	-	000	9 0	9.0	o c	0 0
	750 840 680 900 715	1141-1000	61	;	• •		• •	;) en	3	, 4	?	• •	•

Table 39, continued

C	-	_
	Y	

Average Rumber 7 Rumber 8 Rumber 7 Rumber 8 Rumb	Tecre State Number X				prebente	8	Other	Not Reported	ported
Control 2, 138	Colored Colo	ĸ	×	Number	•	Number	H	Number	•
1,	Control Cont	Gulf C	oast						
1,	100								
1, 200 1	100 100	0.0	o o	c	•	•	•	•	
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	140	2.8	19.5	203	15.3	98	2.4	o v	0 4
1, 100 1	Score 1,120 1,134 1,134 1,14	16.2	34.2	387 .	29.1	279	15.1	20	14.
1, 12 1, 12 1, 13 1, 14 1, 15 1, 14 1, 1	12,236	93.0	27.7	413	31.1	482	26.0	43	31.6
1,	### Score 1,120 1,140 990 ### Score 2,196 15.3 1,1528 18.8 13.0 15.9 15.0 15.0 15.0 15.0 15.0 15.0 15.0 15.0		78.0	326	24.5	1,004	54.2	67	49
Section Sect	### Score			1,030		1,831		1,140	
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	Score Scor					-			
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	## Score	(,						
1,000 1,00	Score 1,280 5,078 5,11 1,125	0,0	1.0	0	0.0	-	0.1	•	0.0
1.50	140 1,552 24,5 2,412 29,7 320	7.01		738	36.4	341	21.0	41	25.8
1-1600 1,186 15.3 1,522 18.6 13.7 5.5 15.7 15.1 15.2 15.5 15.7 15.1 15.5	1-1600 2,196 15.3 1,528 18.8 137 14,467 950 990 990 14,467 950 990 990 15	29.7	12.7	172	37.1	536	32.9	88	36.5
Carrolle	Score 14,467 8,135 2,516	18.8	5.5	167	8.1	334	50.5	31	91
C2+ C2+ C2+ C3- C3- <td>Ct</td> <td>2,</td> <td></td> <td>•</td> <td></td> <td>1,627</td> <td></td> <td>159</td> <td></td>	Ct	2,		•		1,627		159	
Control Cont	C+ C+ 00 0.0 820 1,280 820 33.0 820 1,280 820 33.0 83 33.0 1140 346 12.8 131 1140 188 6.9 131 100 0.0 1140 0.0			890		066		910	
1,280 4,280 4,580 4,59	1,280 47.3 458 34.0 525	•							
Second 1,200 4773 458 340 522 71.5 189 47.6 109 42.0 109 42.0 109 42.0 1190 128 12.8	### Score	0		•	•	•	,		
140 120 120 121	Score S93 33.0 488 37.9 157	34.0	71.9	189	9.74	0 60	0.0	0 2	0.0
1500 158	Score 188 6.9 131 17.9 32 15.8 1.288 1.288 730	97.9	21.5	152	38.3	89	34.5	; ~	20.0
Score 2,708 1,288 730 397 258 35 35 35 35 35 35 35	At Score 2,708 1,288 730 1,288 730 1,288 730 1,288 730 1,000 0 0.0 760 1,000 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0	10.2	2.1	4 23	. e.	37	14.3	w «	14.3
D	D+ 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0			397		258	;	35.	
D+ 0 0.0	D+ 00 00 61 64.2 19 47.5 990 21 22.1 14 35.0 1140 7 7.4 4 10.0 0 95 6.3 40 41 0.0 0 10 10 10 10 10 10 10 10 10 10 10 10	,		830		860		820	
## Score	### Score 0 0.0 0.0 0 0.0 0 0.0 0 0.								
820 61 64.2 19 47.5 17 89.4 15 75.0 9 60.1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	#220 61 64.2 19 47.5 17 #350 7 1 22.1 14 35.0 1 #360 6.3 4 4 35.0 1 #370 6 6.3 4 4 35.0 1 #370 6 6.3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	0.0	0.0	c	•	¢	•	•	•
At Score	At Score	47.5	89.4	Š	75.0	•	60.1	o	100.0
At Score 6 6.3 3 7.5 1 5.3 0 20 2 13.3 0 6.0 an Score 780 860 670 770 15 19 770 170 170 170 170 170 170 170 170 170	At Score 6 6.3 3 7.5 19 At Score 780 860 670 At 1 0.0 1 0.0 0 At 2 0.0 191 4.0 84 At 2.01 33.5 1,655 35.3 73 At 2.00 2,401 39.9 1,953 41.7 47 At 2.00 6,013 4,689 315	0.00	พ	∢.	20.0	7	13.3	0	0.0
An Score 95 40 19 20 10 15 15 15 15 10 10 10 10 10 10 10 10 10 10 10 10 10	At Score 780 860 19 At 1 0.0 1 0.0 0 0 1,230 20.6 889 19.0 111 1140 2,017 33.5 1,655 35.3 73 -1600 2,401 39.9 1,953 41.7 47 -1600 2,401 39.9 1,953 41.7 47 -1600 2,401 39.9 1,953 41.7 47	2.5) «	۰ د	9.0	7	13.3	0	0:0
Atherese 780 860 670 760 810 770 Contral Texas Co	Athernal Texas	<u>:</u>	:	° 2	•	2 <u>2</u>	13.3	o -	0.
A+ Contral Texas 0 <th< td=""><td>At Central Texa 0</td><td></td><td></td><td>760</td><td></td><td>810</td><td></td><td>770</td><td></td></th<>	At Central Texa 0			760		810		770	
A± Central lexas 0 1 0.0 0 0.0 0 0.0 0 820 364 6.0 191 4.0 84 26.7 68 14.0 19 4.1 2 990 1,230 20.6 889 19.0 111 35.2 133 27.4 87 18.9 10 1140 2,017 33.5 1,655 35.3 73 23.2 139 28.6 127 27.6 23 -1600 2,401 39.9 1,953 41.7 47 14.9 146 30.0 27 49.4 28 6,013 4,689 4,689 315 486 486 460 460	At Contral lexa 0								
\$\limins_{4.5}\$\begin{array}{cccccccccccccccccccccccccccccccccccc	\$\limins_{4+}\$ \$0 & 1 & 0.0 & 1 & 0.0 & 0 \\ \$20 & 364 & 6.0 & 191 & 4.0 & 84 \\ \$90 & 1,230 & 20.6 & 88 & 19.0 & 111 \\ \$140 & 2,017 & 33.5 & 1,655 & 35.3 & 73 \\ \$-1600 & 2,401 & 39.9 & 1,953 & 41.7 & 47 \\ \$0.6000 & 6,013 & 4,689 & 41.7 & 47 \\ \$0.6013 & 4,689 & 41.7 & 47 \\ \$0.6000 & 6,013 & 4,689 & 41.7 & 41 \\ \$0.6000 & 6,013 & 4,689 & 41.7 & 41 \\ \$0.6000 & 6,013 & 4,689 & 41.7 & 41 \\ \$0.6000 & 6,013 & 4,689 & 41.7 & 41 \\ \$0.6000 & 6,013 & 4,689 & 41.7 & 41 \\ \$0.6000 & 6,013 & 4,689 & 41.7 & 41 \\ \$0.6000 & 6,013 & 4,689 & 41 \\ \$0.6000 & 6,013		expe						
1 0.0 1 0.0 0 0.0 0 0.0 0	1 0.0 1 0.0 84 364 6.0 191 4.0 84 1,230 20.6 889 19.0 111 2,017 33.5 1,655 35.3 73 2,401 39.9 1,953 41.7 47 6,013 4,689 315								
364 6.0 191 4.0 84 26.7 68 14.0 19 4.1 2 1,230 20.6 889 19.0 111 35.2 133 27.4 87 18.9 10 2,017 33.5 1,655 35.3 73 23.2 139 28.6 127 27.6 23 1,953 41.7 47 14.9 14.6 30.0 22.8 4.0 6.013 4,689 4.0 315	364 6.0 191 4.0 84 1,230 20.6 889 19.0 111 2,017 33.5 1,655 35.3 73 2,401 39.9 1,953 41.7 47 6,013 4,689 41.7 47		0.0	•	0.0	c	•		•
2,017 33.5 1,655 35.3 173 23.2 133 27.4 87 18.9 10 2.017 33.5 1,655 35.3 73 23.2 139 28.6 127 27.6 23 23 27.401 39.9 1,953 41.7 47 14.9 14.6 30.0 22.0 49.4 2.8 6,013 4,689 315 315 486 460 460 6.3	2,027 23.5 1,655 15.0 111 25.4 15.0 111 25.4 15.5 15.5 15.5 15.5 15.5 15.5 15.5 1		26.7	89	14.0) SI	 	9 74	3.0
2,401 39.9 1,953 41.7 47 2.1 14.9 146 30.0 27 49.4 28 6,013 4,689 315 315 486 460 460 460	2,401 39.9 1,953 41.7 47 6,001 4,689 41.7 4,001 1,001		35.2	133	27.4	87	18.9	9	15.9
6,013 4,689 315 486 460 450 45 450 45	6,013 4,689 315		14.9	146	9.02	12/	27.6	23	36.5
			•	486		777 460	4.	8 78	44.4

Table 39, continued

continued
Table 39,

Number X Num	The following state	Number X Number Number X Number Numbe	ACT" /SAT Score by Grade		Total	₽ .	Anglo	-	Black	H.	Hispanic	•	Other	Bth Not 1	Ethnicity Not Reported
1,500 1,50	Column C	### Secret 1,550 1	Point Average	Rumber	*	Rumber	·ĸ	Number	H	Number	*	Maber	*	Manher	
1,500 20,0 1,500 20,0 1,500	10	19	to B+												
1,530 25,2	1,530 25,2 25,2 1,934 21,0	1,530	0-400	•	0.0	-	o o	-	•	•	•				
1,002 1,004 1,00	1,000	1, 202 1	401-820	1,530	27.2	808	21.0	351	82.0	1 776		0	0.0	•	•
Core 5,553	Corrections	COTES 1,552 15.5 16.5 16.5 17.2 16.5 17.2 16.5 17.2 16.5 17.2 16.5 17.2 16.5 17.2 16.5 17.2 17.2 17.2 17.2 16.5 17.2 17.2 17.2 17.2 17.2 17.2 17.2 17.2	521-990 101-1160	2,022	95.9	1,394	36.2	224	33.7	270	10.75 10.50	16	27.2	14	22.
Core 5,635	5,653 5,653 <th< td=""><td> Core S,635 S,535 S,535</td><td>141-1600</td><td>1,501</td><td>: :</td><td>1,022</td><td>26.5</td><td>9</td><td>9.1</td><td>122</td><td>16.9</td><td>2</td><td>22.7</td><td>5</td><td>8</td></th<>	Core S,635 S,535	141-1600	1,501	: :	1,022	26.5	9	9.1	122	16.9	2	22.7	5	8
Core 930 970	Core State Core State Core State	Core 930 970	ı	5,633		•	5.01	72,	4.1	61	8.5	49	14.7	22	207
1,000	1000	100	ledian Score	930		•		820		720 870		334 935		150	
1000	1000	Core	to C+	•											
100	1,000	1,000	700	•	•	•									
100 100	1,000	1,000	01-820	7 77	7.0	9	0.5	7	1.2	•	0.0	0	0	•	•
100	10	1,009 1,000 1,00	21-990	222	27.8	151	40.T	134	80.2	74	61.2	53	61.7) E	2,0
10 10 10 10 10 10 10 10	100 100	10 10 10 10 10 10 10 10	91-1140	77	9.7	62	14.1	3 ~	4.0	4 e	28.1	Φ.	19.2	7	
10 10 10 10 10 10 10 10	1,000 0,00	100 0.0	141-1600	99	e	20	11.4	· ~	1.5	0 v1	0 - A	•	 	~	5.9
0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.	20 0.0 0.0 0	Column C	edian Score	/91 820		439		167		121	;	47	17.0	- <u>-</u>	5.9
2 52.6 10 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0	20 52.6 10 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0	20 52.6 10 5.25 5.56 3 33.3 2 2 3 35.5 35.5 35.5 3 35.5 3 35.5 3 35.5 3 35.5 3 35.5 3 35.5 3 35.5 3 35.5 3				2		02/		770		800		770	
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0 0.0	0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0		080		1, 100		066		1,030		1,070		1,100	
527 32.6 283 26.1 48 58.5 166 46.6 20 27.8 10 620 38.3 433 26.1 48 58.5 166 46.6 20 27.8 10 620 38.3 433 39.9 25 30.5 131 36.8 26.3 36.1 5 308 19.1 243: 22.6 6 7.3 38 10.7 11 15.3 4 1617 1,617 1,084 11.4 82 3.7 21 50.8 4 4 1,617 1,084 11.4 82 3.5 <td>527 32.6 283 26.1 48 58.5 56.2 38.5 52.6 48 58.5 56.2 38.3 26.1 48 58.5 56.2 38.3 26.1 48 58.5 56.2 30.8 19.1 245. 22.6 6 70.5 30.5 30.5 30.5 30.5 30.5 30.5 30.5 3</td> <td></td>	527 32.6 283 26.1 48 58.5 56.2 38.5 52.6 48 58.5 56.2 38.3 26.1 48 58.5 56.2 38.3 26.1 48 58.5 56.2 30.8 19.1 245. 22.6 6 70.5 30.5 30.5 30.5 30.5 30.5 30.5 30.5 3													
620 38.3 433 39.9 25 30.5 100 46.6 27.8 10 30.8 19.1 24.5 22.6 6 7.3 30.5 10.7 15 20.8 4 4 10.7 10.8 4 10.7 10.8 4 10.7 10.8 4 10.7 10.8 4 10.7 10.8 60 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	620 38.3 433 39.9 25 30.5 30.5 30.8 30.8 30.8 30.8 30.8 30.8 30.8 30.8		0 527	32.6	0 80	0.0	O 9	0.0	0;	0.0	0	0.0	0	0.0
1,617 123 11.4 3 3.7 21 5.9 15.2 20.8 4 1.617 15.3 4 4 1.617 15.9 11 15.3 4 4 10.0 1.617 15.3 4 4 10.0 1.617 15.3 4 4 10.0 1.617 15.3 4 4 10.0 1.617 15.3 4 4 10.0 1.617 15.3 4 4 10.0 1.617 15.9 11 15.3 4 4 10.0 1.617 15.3 16.2 16.4 16.4 16.4 16.4 16.4 16.4 16.4 16.4	102 19.1 245 22.6 6 7.3 1.6 1.6 17 1.084 82 3.7 1.6 17 1.084 82 3.7 1.7 1.084 82 82 8.5 1.7 1.6 1.2 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6		620	38.3	433	39.9	៖ ន	30.5	131	4 6 6 6 6 6	5 2 2 2	27.8	97	43.5
1,617 1,084 82 5.7 3.4 5.9 11 15.3 4 70 860 910 910 910 910 910 910 910 910 910 91	1,617 1,084 82 5.7 10 0.0 0.0 0.0 0.0 0.0 121 62.4 70 57.4 9 64.3 50 25.7 36 29.4 5 35.7 11 5.7 8 6.6 0 0.0 12 6.2 8 6.6 0 0.0 12 770 82.4 5 35.7 14 770 820 765		308 162	19.1	245: 123	22.6 11.4	.	7.3	38	10.7	<u> </u>	20.8	0 ≪	17.4
910 910 910 910 910 910 910 910	910 770 0 0.0 0 0.0 0 0.0 121 62.4 70 57.4 9 64.3 50 25.7 36 29.4 5 35.7 11 5.7 8 6.6 0 0.0 12 6.2 8 6.6 0 0.0 194 122 1122 14		,617		•		82	?	356 356	6.0	11	15.3	∢ ;	17.4
0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.	0 0.0 0 0.0 0 0.0 121 62.4 70 57.4 9 64.3 50 25.7 36 29.4 5 35.7 11 5.7 8 6.6 0 0.0 12 6.2 8 6.6 0 0.0 194 122 122 14		910		910		770		860		910		910	
121 62.4 70 57.4 9 64.3 35 79.5 4 40.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	121 62.4 70 57.4 9 64.3 50 25.7 36 29.4 5 35.7 11 5.7 8 6.6 0 0.0 12 6.2 8 6.6 0 0.0 194 122 14 770 820 765				•									
50 25.7 36 29.4 5 35.7 4 40.0 3 11 5.7 8 6.6 0 0.0 1 2.3 2 20.0 0 12 6.2 8 6.6 0 0.0 4 9.1 0 0 194 122 14 44 9.1 0 0 0	50 25.7 36 29.4 5 35.7 11 5.7 8 6.6 0 0.0 12 194 122 14 770 820 765			62.4	٥ 5	0.0	0 0	0.0	۰;	0.0	•	0.0	•	0.0
12 6.2 8 6.6 0 0.0 1 2.3 2 20.0 0 1 194 122 122 14 44 9.1 0 0.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	12 6.2 8 6.6 0 0.0 194 122 122 14 14 770 820 765			7.52	28.	29.4	N 40 (35.7	ŭ 4	79.5 9.1	44	0.04	en	75.0
194 10 0:0 0	194 122 14 770 820 765	9		6.2	**	o o	00	0 0	∢	2.3	~ ~ ~	20.0	• •	90
	820 765				122		14	:	4	7.6	2	0.0	0 4	0.0

Table 39, continued

ACT SAT Score	Total	밁	Ang	Anglo	in i	Black	H1e	Hispanic	8	Other	Rth Not R	Sthnicity Not Reported
Point Average	Number	ĸ	Number	×	Number	ĸ	Number	*	Number	*	Number	*
D- to D+ 0-400 0-400 821-990 991-1140 1141-1600 N- Median Score	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	9 10 10 10 10 10	0 8 8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	000000	00000	000000	00000	000000	00000	000000	00000
	٠				Upper Ric Grands	rande						
A- to A+ 0-400 401-820 821-990 991-1140 1141-1600 R- Median Score	. 282 640 640 735 735 1,030	288.290 288.290 36.290	20 100 218 206 544 1,100	0.0 18.4 40.0 37.9	12 24 26 26 16 1,020	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	232 473 431 241 1,377	0 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	13 52 52 60 1,060	881-20 81-20 84-50 84-50	1,060	0.0 11.5 30.8 38.5
B- to B+ 0-400 401-820 821-990 991-1140 1141-1600 Median Score	1,251 1,016 1,016 354 131 2,756 840	0 4 81 0 7 8 4 1 4 9 8 8	. 209 209 101 454 454 20	20.2 20.7 22.3 10.8	71 71 71 71 71 71 71 71 71 71 71 71 71 7	0 2 8 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	1,031 689 208 1,991 820	0 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	644 644 152 10	0.0 22.0 19.7 9.2	22 860 860 860 860	0.0 47.9 26.1 13.0 13.0
C- to C+ 0-400 401-820 821-990 991-1140 I141-1600 Median Score	256 86 86 24 24 379 750	0,000 0,000 2,000	0 81 88 0 8 7 4 8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	100 100 100 100 100 100 100 100 100 100	1120 1280 178	0.85.20	20 20 20 12 12 720	077 2004 48254	8 125 120 150 150 150 150 150 150 150 150 150 15	04000 04440	000000 1200000	00000
D- to D+ 0-400 401-820 821-990 991-1140 1141-1600 Mm	155 222 242 244 264	0 00 00 00 00 00 00 00 00 00 00 00 00 0	0100010 9	00000	000000	00000	042 127 707	0 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 1 1,260	00000	۱ ۰۰۰۰۰۰	00000

Tyalues may not sum to state total due to missing values for some variables for some cases.
"ACT Scores are adjusted to SAT Standard

Table 39, continued

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Contract of the Contract of th	Total		Or Sing	 	YORTO			- American	,		1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
ACI /SAI SCORE by Years of Math	Number	*	Number	ĸ	Number	*	Number	ĸ	Number	**	Number	*
None												
0-400	~	0.1	•	0.0	-	0.2	-	0.2	0	0.0	•	0.0
401-820	742	25.5	208	14.8	193	48.4	212	38.4	128	23.4	-	100.0
821-990	978	33.6	457	32.4	136	34.1	201	36.4	184	33.6	•	0.0
991-1140	710	24.4	455	32.3	21	12.8	97	17.6	107	19.6	•	•
1141-1600	476	16.4	289	20.5	18	4.5	41	7.4	128	23.4	۰.	0.
<u>.</u>	2,908		1,409		399		552		547		1 073	
Median Score	950		1,010		830		28		006		940	
0.5-1 Tear												
	•	•	•	•	•	•	•	•	c	c	c	0
0-400	9 0		· Ç	, e	9	2.48	9	74.2	20 20	6.64	• •	80.0
070-104	82	23.2	42	27.6	•	10.3	81	19.3	14	34.1	7	20.0
991-1140	4	11.6	31	20.4	•	0.0	5	5.4	'n	12.2	•	0.0
1141-1600	23	6.5	17	11.2	en ;	5.2	- ;	1.1	~;	6.4	۰:	0.
-	354		152		, 58				140		01	
Median Score	790		8/2		6/9		07/		000		3	
1.5-2 Tears												
0-100	·	0.2	0	0.0	64	9.0	7	0.3	0	0.0	0	0.0
401-820	1,399	47.6	460	31.3	343	71.9	444	62.2	118	50.9	34	64.1
821-990	847	28.8	497	33.9	100	21.0	181	4.25	62	26.7		13.2
991-1140	434	14.7	115	7.17	77 °	• •	۶ ۳		? <u>-</u>	, v	• ∢	7
1141-1600	867		1,467	9.51	477		714	?	232	;	53	•
Median Score	850		910		750		770		820		770	
2.5-3 Tears							;	,	,	•	•	,
0-400	22	0.0	-	0.9	œ ;	1.6	13		2 2	1.0	0 8	0 9
401-820	15,621	34.3	00/10	21.9	3,200	7.00	707	77.7	000	2.46	907	
821-990	15,919		A 00 00 00 00 00 00 00 00 00 00 00 00 00	26.2	433	7.7	1,147	10.8	614	21.5	76	19.1
1141-140	4.934	10.8	3.818	14.7	180	3.2	499	4.7	355	12.4	82	1.91
	45,596		25,977		5,599		10,658		2,853		209	
Median Score	006	•	096		800		820		910		860	
3.5 leats of nore			,		:		;		•	•	٠	•
0-400	27	0.0	'n	0.0	2:	1.0;	93		1	9	→ r	- 6
401-820	14,221	8.9I	4,570	0.6	3,218	61.5	0,130	30.2	9901.	13.0	757	27.0
821-990	22,007	79.0	11,8/4	::	2,514	16.7	3 761	32.3	1,003	25.5	252	23.8
991-1140	23,743	7.97	10,400	7.70	1953	9	10/10	1 2 2	2,056			415
1141-1600	24,541	0.67	50.831	***	7.762	?	16.979	2	7.917	:	1.050	
Wedden Score	1.030		1,080		860		920		1,070		1,030	

Ayalues may not sum to state total due to missing values for some variables for some cases.

^{**}ACT Scores are adjusted to SAT Standard

Table 41: Number and Percent of Students in Texas by ACT**/SAT Combined Score, Tears of Math Completed, Race/Ethnicity and Metropolitan Status, 1995-96

											Ethn:	Ethnicity Not Benefiel
ACT**/SAT	Tot	Total	Ang	Anglo	Black	ا اپد	Hispanic) 	Other			
Score by Years of Math	Number	ĸ	Number	ĸ	Number		Number	*	Number		Number	*
				Met	Metropolitan Central City	stral City						
None	•		•	0.0	7	0.3	-	0.2	0	0.0	0 (0.0
0-400	2 2	1.0	901	13.1	151	50.2	175	39.2	8 .	23.0	0 6	9 6
401-820	220	2.07	252	31.2	76	31.2	161	35.9	127	1997	•	
821-990	7 9 9	23.0	272	33.7	04	13.3	29	17.6	2 2	2.07	•	
991-1140	121	16.5	178	22.0	21	8.0	32	1.7	0 6 6	1:0		3
0001-1411	1.940		808		301		4 4 8 4 5 6 7		970		' '	
Median Score	950		1,020		820		2					
						. •						
0.5-1 Tear	,	•	•	•	•	0.0	•	0.0	0	0.0	0	0.0
0-400	• :	9.0	~	17.9	35	81.4	46	73.0	91	51.6	n -	83.4
401-820	130 AA	22.1	202	27.0	S	11.6	21	19.1	01	32.3	→ C	0.0
821-990	5 2	12.0	91	24.3	0	0.0	n		, ,	4.6	0	0.0
1141-1600	ដ	9.0	•• ;	10.8	n ş	?) er	•	31		•	
	217		74		2 6		720		820		770	
Median Score	770		000									
1												
1.5-2 Teate	•		c	0.0	7	9.0	•	0.0	0	0.0	۰:	0.
0-400	2 6 7 8	5.64	198	26.6	246	71.3	321	62.7	9 00	0.00	ğv	17.2
401-820 821-940	\$22	29.0	280	37.5	2;	20.9	128 45	. e.	7 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	17.5	4	13.8
991-1140	259	14.4	791	22.0	`) =	, e	=	9.9	7	6.9
1141-1600	143	o. 8	104	6:51	345	;	512		166		52	
	1, /98		930		750		770		820		0//	
Hedren score	}											
2.5.4 Tears							•		•	-	c	Ġ
001.0	16	0.1	-	0.0	4	 	٠ د د	1.0	202	30.7	121	40.9
401-820	9.832	35.2	2,662	19.6	2,34/	1./6	4,1	4.2.4	679	34.9	12	24.0
821-990	9,531	34.1	4,951	36.2	1,2/0	50.8 5.8	876	11.1	415	21.3	61	20.6
991-1140	5,503	19.7	9,800	16.4	139	3.6	359	4.5	254	13.0	43	14.5
1141-1600	3,041	10.9	13.660		4.111		7,909		1,947		296	
- 2	26,12		086		810		820		910		600	
Median Score			•									
1.5 Tears or More							ı	•	-	•	-	
	7	6	•1	0.0	σ.	0.2	_	0.0	7		7 7 7	, ,
0-400	77	17.8	2,397	8.2	2,391	41.6	3,896	29.8	776	14.0	87L	22.0
401-820	14.078	26.0	6.512	22.4	1,855	32.3	4,285	32.8	1,2/8	7.5	158	23.5
821-990	14,628	27.1	9,197	31.7	950	16.6	2,884	22.1	1,439	0.07	209	31.1
1141-1140	15,733	29.1	10,948	37.7	531	m.	13,074		5,537	<u>;</u>	672	
	54,076		29,057		96/10		920		1,060		1,030	
Median Score	1,030		1,100		8							

Score by Years of Math Mone		,	Angro	ا ا	Black		Hispanic				NOT Keported	
900 000 900	Number	*	Rumber	*	Number		Number	*	Number	*	Number	*
ne 0-400				ž	Metropolitan Suburban	uburban						•
0-400					•	•	•	•	•	ć	•	•
OC	0	0.0	0	• i	٠.	0.5	o v	0.0	2	200	o	
079-104	95	18.9	62	9.7.9	7 5	24.5	<u> </u>	75.7	2 =	35.2	• •	0.0
821-990	154	30.7	101	28.8	71	1 0	2 -	0.50	12	19.3	•	0.0
991-1140	151	30.1	911	33.9	*	9.77	~ •	21.4	24	27.3		0.0
1141-1600	102	20.3	45.		35	2	78		88		0	
N= Median Score	1000		1000		006		096		086		i	
0.5-1 Tear		•						,	•	•	•	
0-400	•	0.0	•	0.0	0	0.0	۰,	0,0	۰-	0.0	0 0	
401-820	ងៈ	44.7	92 °	39.0	N C	0.00	۰ م	25.0	4 M	0.09	. 0	0
821-990	4 :	9:0	` :	2.4.2	•	0	10	0.0		20.0	0	0.0
991-1140 1141-1400	7 v	6.8	; n	12.2	. 0	0.0	0	0.0	0	0.0	0 (0.
	8		14		7		.		u č		- (
Median Score	860		910		099		2		016		i	
1.5-2 Years								,	,	•	•	•
004-0	-	0.2	0	0.0	0	0.0	- ;	2.1	۰:	0.0	0 1	2 6
401-820	203	37.6	120	30.6	9 4	, v. v.	57 7	20.0	91	43.2	. 74	22.2
821-990	* /1	37.7	277	24.2	-	1.8	4	8.0	5	13.5	0	0:
991-1140 1141-1400	27	10.6	0.4	12.5	-	1.8	v	10.6	~ [5.4	0	0
	540	ı	392		\$5		47		/£		7.0	
Median Score	895		910		740		820		088		27	
2.5-3 Tears						•	•	•	•	ć	c	•
0-400	1	0.0		0.9	- ;	0.0	0 0	9.0	127	27.0	22	28.2
401-620	2,024	25.5	1,234	0.02	182	31.3	273	37.1	167	35.4	21	26.9
821-990	2,932	7.76	•	27.0	44	7.6	117	15.9	111	23.6	17	21.8
991-1140	1,931	13.0	873	14.4	23	3.9	26	7.6	99	14.0	81	23.1
111111000 111111000	7.944		6,078		581		736		471		2 5	
Median Score	940		970		810		870		026		076	
3.5 Tears or More												,
307	-	0.0	-	0.0	•	0.0	0	0.0	0	0.0	0 ;	0
401-820	1.851	11.6	1,044	8.7	346	34.4	284	21.7	147	4.0	0 6	16.1
821-990	3,872	24.2	2,756	23.1	339	33.7	413	31.0	255	25.4	45	24.2
991-1140	4,948	30.9	3,948	33.1	202 118	1.07	253	19.4	969	44.4	72	38.7
1141-1600	5,322	33.3	4,183	1.66	1.005		1,306		1,565		186	
	10,994		1,080		910		066		1,120		1,100	

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Ethnicity Not Reported 0.000 50.000 6.0 4.4.4 11.2 0.0 37.2 32.6 13.9 16.3 50.000 52.4 38.1 0.0 9.5 38.3 34.8 18.7 8.2 Other Rumber 2220 98 89 89 21 21 256 885 959958 28.9 8.8 8.8 8.8 20.6 20.6 1.9 5.9 0.2 36.7 31.5 20.1 Hispanic Rumber 122°°25 572 572 365 208 208 1,813 Non-Metropolitan Adjacent 0.00 00000 2.2 19.5 2.2 0.0 Black Number 1801035 307 122 21 21 21 10 10 70 263 160 65 41 830 830 0.0 16.5 39.6 28.1 15.8 30.4 8.7 8.7 0.0 45.0 26.2 16.2 Anglo Rumber 8222228 8382222 1,237 1,558 922 454 4,171 797 797 1,722 2,214 1,890 6,624 Total Rumber 225 225 98 44 467 820 2,508 2,169 1,095 552 6,329 1.5 Years or More 0-400 401-820 821-990 991-1140 1141-1600 R-ACT**/SAT Score by Years of Math 401-820 821-990 991-1140 1141-1600 M= Median Score Median Score Median Score Median Score 0-400 401-820 821-990 991-1140 1141-1600 0-400 401-820 821-990 991-1140 1141-1600 0-400 401-820 821-990 991-1140 1141-1600 .5-2 Years 2.5-3 Years

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ACT** / SAT	Total	19	Anglo	의 임	Black	ck	Hiep	Hispanic	OFF.	Other	Sthaicity Not Reported	city
Score by Tears of Math	Number	*	Number	ĸ	Number	ĸ	Number	ĸ	Rumber	ĸ	Rumber	*
				Kon-Me	Non-Metropolitan Non-Adjacent	ion-Adjacent						
Mone 0-400 401-820 401-990 991-1140 1141-1600 Median Score	0 86 37 117 187 920	25.0 25.1 19.8 9.1	139 139 168 168 970	0.0 115.1 20.9 18.6	0 1 2 2 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	0.0 33.0 7.5 7.5 0.0	0 112 128 128 108 108 108	0.441 0.6.440 0.6.440	0 83 12 8 0 8 4 0 8 9 4 0 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	0 8 8 8 0 4 4 4 6 0 4 4 4 4 6	000000	00000
0.5-1 Year 0-400 401-920 821-990 991-1140 1141-1600 N"	0 16 7 1 1 3 27 790	0.0 59.3 25.9 11.1	880 80 80 80 80	42.9 42.9 62.9 14.2	720 0 0 4 4 0	00000	77,81100180	0000 0000 0000 0000	780	0.66.0 3.00.0 0.8.0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	00000
1.5-2 Tests 0-400 401-820 821-990 991-1140 1141-1600 Redian Score	828 828 828 828	26.0 26.0 15.1 10.1	39 23 11 117 100 100	0.0 39.0 29.0 17.0	23 5 5 720 720	0.0 7.4.2 9.6 0.0	820 2 2 2 8 8 0 2 0 0 0 0 0 0 0 0 0 0 0 0 0	0 80 80 80 80 80 80 80 80 80 80 80 80 80	0 1 8 3 8 0 8 0 8	0.0 17:5 0.0 0.0 0.0 0.0	. 745	83.3 0.0 0.0 16.7
2.5-3 Tears 0-400 401-820 821-990 991-1140 Il41-1600 M= Median Score	1,257 1,267 1,267 571 3,400 3,400	0.000	2,068 2,068	0.0 26.4 40.2 11.5	280 139 17 17 8 444 780	0 m m m m 0 m m m m 0 m m m m	200 200 800 800 800 800	52.0 33.20 5.2.4 5.1.5	63 62 62 179 900	35.2 35.2 22.4 7.8	22 15 9 860 860	0.0 43.1 17.7 9.8
3.5 Xeate or More 0-400 401-820 821-990 991-1140 1141-1600 Redian Score	914 1,436 1,336 1,223 1,223 4,959 1,020	2 2 2 3 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	882 882 1,061 1,061 1,060	0.0 10.3 22.3 29.9	218 160 160 31 31 860 860	0.2 32.3 16.3 6.3	285 285 254 156 91 786	36.2 32.3 119.9 6.1	0 125 95 125 125 465 1,020	0 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 13 13 13 9 9 9 9 9 9 9 9 9 9 9 9 9 9	22.8 19.0 19.0 25.8

^{*}Values may not sum to state total due to missing values for some cases.



Table 42: Number* and Percent of Students in Texas by ACT**/SAT Combined Score, Texas of Math Completed, Race/Ethnicity and Economic Region, 1995-96

Number S Num	1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Total	-	Anglo	91	Black	ick	Hispanic	ante	Other	Jer.	Ethnicity Not Reported	Ethnicity of Reporte
State Stat	Tears of Math	Number	**	Number	*	Number	*	Rumber	ĸ	Rumber	×	Rumber	ĸ
Company Comp						High Pla	fne						
141-1600 1 2.2 2 2 2 4 2 2 2 2 2	None												
Section 18 22.0 19 22.4 2 40.0 2 18.7 0	0-400	-	1.2	•	0.0	0	0.0	-	8.3	0	0.0	•	0.0
## Section 5.5 30.4 11. 20.4 2. 40.0 4. 43.1 6. 50.0 0. 144.1460 12. 20.0 13.1 20.4 11. 20.4 11. 20.4 0. 10.0 12. 20.0 12. 20.0 12. 20.0 0. 10.0	401-820	18	22.0	12	22.6	7	40.0	7	16.7	7	16.7	•	•
991-1140 19 20 24.4 11 32.1 1 20.0 2 16.7 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0.0	821-990	ສ	30.4	13	24.5		40.0	∢ .	33.3	•	20.0	•	•
Harding Series 15 22.0 11 20.8 9 9 9 12 9 9 9 9 9 9 9 9 9	991-1140	20	24.4	17	32.1	-	20.0	7	16.7	0	0.0	•	•
Heltan Score 975 1,075 650 950 955	1141-1600	6	22.0	=:	20.8	o v	0.0	w <u>c</u>	22.0	4 5	33.3	0 0	0
144-1600 1	N= Median Score	975		1,030		820		920		935		>	
141-1600 1	0.5-1 Year												•
March Marc	907 0	•	•		0	c	0.0	c	0.0	c	0.0	•	0
100 100	401.830	2.5	\$7.1		20.0	.	100.0	•	75.0	• •	0	-	100.0
99-1140 1 4.8 1 1 4.8 1 1 7.1 9 0 0.0 9 0 0.0 9 0 0.0 9 0 0.0 9 141-1500 1 1 4.8 1 1 7.1 9 0 0.0 9	821-990	•	28.6	<	28.6	0	0.0	-	25.0	-	100.0		0.0
Heliam Score	991-1140	7	5.6	7	14.3	0	0.0	0	0.0	•	0.0	0	0.0
National Secretary 7.21 National Secretary 7.22	1141-1600	- 2	8.4	- ;	7.1	o -	0.0	o •	0.0	o -	0.0	۰.	0.
2-2 Tests 0.00	N-A	17.2		* 09 8		670		720	•	840		470	
3-2 Tears 0-600	BIOGO TENTAL			}				•		!		2	
0-400 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1.5-2 Tears												
## 100-820 ## 1 26.3	0-400	•	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
### 100	401-820	59 :	84.8	8	29.9	Φ.	75.0	ล:	64.1	m	75.0	N (66.7
1141-1500 17 11.7 15 17.2 0 0.0 2 5.1 0 0.0 0 0 0 0 0 0 0	821-990	41	15.3	78	32.2	7 -	7.01	-	2.62	-	0.00	-	20.0
Heddam Score Hedd	1141-1600	11	11.7	3	17.2	•	0.0	7	5.1	0	0.0	0	0.0
Median Score 860 950 745 770 780 820 \$5-3 Years 0	- 2	145	•	87		12	••	39		◀ ;		•	
5-3 Yeare 0-400 0 0.0 0	Median Score	980		930		745	•	770		780		820	
0-400 0 0.0 <td>2.5-3 Years</td> <td></td>	2.5-3 Years												
401-820 766 30.9 455 24.4 61 59.8 208 52.1 29 34.1 13 13 13 14 1500 866 34.9 668 35.8 35.8 31.4 127 31.8 30 35.3 9 991-1140 32.3 13.0 28.3 15.2 44.9 11.1 14 16.5 5 991-1140 32.3 13.0 28.3 15.2 10.2 44.1 11.1 14 16.5 5 910 1.865 15.2 10.2 820 820 85 850 850 850 850 850 850 850 850 850	0-400	0	0.0	0	0.0	•	0.0	•	0.0	•	0.0	•	0.0
821–990 866 34.9 668 35.8 32 31.4 127 31.8 30 35.3 9 991–1140 22.7 21.2 459 24.6 5 4.9 44 11.1 14 16.5 5 11.4 14.1 16.5 5 11.4	401-820	766	30.9	455	24.4	19	59.8	208	52.1	29	34.1	13	42.0
991-1140 527 21.2 459 24.6 5 4.9 44 11.1 14.1 16.5 5 5 4.9 70 11.1 14.1 16.5 5 5 4.9 44 11.1 14.1 14.1 16.5 5 5 4.9 70 5.0 12 14.1 3.1 3.1 14.1 14.1 14.1 16.0 5.0 13.2 14.2 4 3.9 5.0 5.0 14.1 14.1 14.1 14.1 14.1 14.1 14.1 14	821-990	986	34.9	899	35.8	32	31.4	127	31.8	30	35.3	Φ.	29.0
1141-1600 323 13.0 283 13.2 4 3.9 20 5.0 12 14.1 4 4 3.9 14.1 4 4 3.9 14.1 4 4 3.9 14.1 4 4 3.9 14.1 4 4 3.9 14.1 4 4 3.9 14.1 4 4 3.9 14.1	991-1140	527	21.2	459	24.6	.	6.	44	11.1	41	16.5	ĸ,	16.1
N=4 1,002 1,003 1,004 1,005	1141-1600	323	13.0	283	15.2	4 5	M M	200	0.0	12	14.1	∢ ;	12.9
2. Tears or More 1 0.2 0 0.0 0	N= Median Score	2,482 910		950		790		820		8 8		860	
20 1 0.0 0 0.0 0 0.0 0 0.0 0	.5 Years												
20 510 15.0 26.3 10.2 67 54.0 151 33.3 19 10.0 10 90 891 26.3 642 25.0 38 30.6 139 30.7 59 31.2 13 40 1,082 31.9 900 35.0 10 8.1 106 23.4 54 28.6 12 1600 907 26.8 767 29.8 9 7.3 56 12.4 57 30.2 18 160 3,391 2,572 29.8 9 7.3 453 189 5.3	35,0	-	6	•	•	•	0	-	6.0	•	c	•	•
891 26.3 642 25.0 38 30.6 139 30.7 59 31.2 13 1,082 31.9 900 35.0 10 8.1 106 23.4 54 28.6 12 907 26.8 767 29.8 9 7.3 56 12.4 57 30.2 18 3,391 2.572 12.4 53 12.4 53	0-400 401-820	510	9.5	263	10.2	° ′	54.0	151	33.62	9	9 0	9 9	180
1,082 31.9 900 35.0 10 8.1 106 23.4 54 28.6 12 12 12 13 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15	821-990	891	26.3	642	25.0	38	30.6	139	30.7	59	31.2	: E1	24.5
907 26.8 767 29.8 9 7.3 56 12.4 57 30.2 18 18 2.372 12.4 453 18.9 5.3 53 5.3 5.3 5.3 5.3 5.3 5.3 5.3 5.3	991-1140	1,082	31.9	006	35.0	9	8.1	106	23.4	54	28.6	12	22.6
3.391 2.572 1.24 4.53 1.89	1141-1600	907	26.8	767	29.8	6	7.3	95	12.4	57	30.2	18	34.0
		3,391		2,572		124		453		189		53	



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	Total	11	Anglo	ا او	Black	ا پر	Hispanic	ınde	Other	er 	Ethnicity Not Reported	city
ACT" / SAT Score by Tears of Math	Rumber	*	Number	*	Rumber	*	Number	*	Number		Number	*
			V		Northwest	ų						
None 0-400 401-820 821-990 991-1140	0 10 27 17	0.0 16.7 45.0 28.3	0 L 61 1	0.0 115.2 41.3	0	0 8 8 8 8	0 ~ 0 0 0	0.00	0-1-00	0.0 70.0 20.0	0000	00000
1141-1600 N= Median Score	9 60 9 04	10.0	9 4 6 8 8 8	13.1	0 # 0 # 0 # 0	9.0	720		10 875	3	· • †	3
0.5-1 Year 0-400 401-820 821-990 991-1140 1141-1600 N-	0 0 4 4 4 0 \$ 0	0.0 27.5 12.5 0.0	0 m n 0 0 m 0 6.	0.00	000001	00000	000000;	00000	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0 33.7 0.0 0.0	000000	00000
1.5-2 Tears 0-400 401-820 821-990 991-1140 1141-1600 Median Score	40 29 11 10 860	0.0 44.5 32.2 12.2 11.1	27 24 10 10 71 900	38.0 38.0 14.1 14.1 1.1	0 0 0 V	0.00		0 4 8 8 0 4 8 8 0 0 0 4 8 0 0 0	720	0.000	8 20 4 0 4 0	0.0 75.0 25.0 0.0
2.5-3 Tears 0-400 401-820 821-990 991-1140 1141-1600 R- Median Score	513 626 361 203 1,703	0.0 30.1 36.8 11.2 11.2	0 373 506 314 178 1,371	0.0 27.2 36.9 22.9 13.0	0 48 25 7 7 81 820	2 6 9 5 0 1 2 6 9 5 0 1 2 6 9 9 5 0 1 2 6 9 9 1 2 6 9	0 61 22 22 11 153 860	39.9 38.5 14.4 7.2	22 22 13 13 73 890	0.0 30.1 41.1 17.8 11.0	0 0 0 0 0 0 0 0 0	0.0 36.0 24.0 20.0
3.5 Xeats or More 0-400 401-820 821-990 991-1140 1141-1600 R= Median Score	344 344 652 730 730 2,424 1,040	26.2 26.2 30.1 28.8	230 230 531 628 628 632 2,021 1,060	0.0 11.4 26.2 31.1 31.3	860	0.0 49.4 23.7 17.2 9.7	0 42 57 51 21 171 970	24.6 233.3 29.3 12.3	0 25 30 31 27 113 1,000	0.0 22.1 27.6 23.9	0 1 12 4 9 9 1,010	0.0 3.9 15.1 34.6

Number X Number X Number X Number X Number X Number X		Total	7	Anglo	이	Black	ck	Hispanic	nate	8	Other	Rimicity Not Reported	Ethnicity of Reported
Second Color Seco	ACT / SAT Score by Tears of Math	Number	"		×	Number	ĸ	Number	ĸ	Number	*	Number	*
Column C					÷	Metrople	×						
Column C	e wood												
210 22.1 14.1 18.5 18.5 40 55.9 37.3 40 22.0 227 22.1 14.4 26.1 15.5 10.5 12 17.9 46 19.9 227 22.1 14.2 16.1 16.2 16.2 17.9 46 19.9 227 22.1 14.2 16.2 16.2 16.2 17.9 46 19.9 227 22.1 16.2 17.2 16.2 </td <td>94.0</td> <td>o</td> <td>0.0</td> <td>0</td> <td>0.0</td> <td>0</td> <td>0.0</td> <td>•</td> <td>0.0</td> <td>0</td> <td>0.0</td> <td>0</td> <td>0.0</td>	94.0	o	0.0	0	0.0	0	0.0	•	0.0	0	0.0	0	0.0
237 231.1 147 205.3 45 305.1 21 31.4 36.1 33.5 9 13.4 36.1 33.5 9 13.4 36.1 33.5 9 13.4 36.1 33.5 9 13.4 36.1 36.1 900 900 900 96.2 900 96.2 900 96.2 900 96.2 900	401-820	210	24.1	\$9	13.5	8	55.9	22	37.3	9	22.0	0	0.0
237 27.1 17.4 36.1 15 10.5 15 15.9 35 15.8 </td <td>821-990</td> <td>272</td> <td>31.1</td> <td>147</td> <td>30.5</td> <td>43</td> <td>30.1</td> <td>21</td> <td>31.4</td> <td>.</td> <td>33.5</td> <td>0</td> <td>0.0</td>	821-990	272	31.1	147	30.5	43	30.1	21	31.4	.	33.5	0	0.0
155 177 95 19.5 5.5 15.5	991-1140	237	27.1	174	36.1	2 1	10.5	17	17.9	98	19.8	0 0	0 0
957 1,052 810 90 <t< td=""><td>1141-1600</td><td>. 155</td><td>17.7</td><td>96</td><td>19.9</td><td>'n</td><td>3.5</td><td>D [</td><td>13.4</td><td>٠ د</td><td>7.67</td><td>-</td><td>•</td></t<>	1141-1600	. 155	17.7	96	19.9	'n	3.5	D [13.4	٠ د	7.67	-	•
9 6.00 0.	N- Median Score	874 965		482 1,015		143 810		006		962		' ¦	
9 60.0 0	0.5-1 Tear												
19 22.4 11 25.0 9 64.3 25.0 8 47.0 18 22.4 11 22.0 1 21.4 0 0 0 1 25.0 2 20.4 1 25.0 2 20.4 1 25.0 2 11.8 25.0 2 11.8 25.0 2 11.8 25.0 2 11.8	700	c	0.0	•	0.0	•	0.0	•	0.0	0	0.0	0	0.0
19 22.4 11 22.0 2 14.3 1 25.0 5 25.4 860 920 720 1 21.4 4 4 1 1 861 920 920 720 1 21.4 4 4 1 1 862 920 720 1 2.14 4 4 1 1 10 10 10 1 1 1 1 1 1	401-820	37	43.5	81	36.0	•	64.3	7	50.0	60 1	47.0	0	0.0
18 21.2 6 12.0 9 10.0 1 10.0 2 11.0	821-990	61	22.4	= ;	22.0	6	14.3	⊶•	9.5	'n	79.4	0 0	9 6
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	991-1140	8 2 :	21.2		20.0	۰ ۳	21.4	- 0	900	4 64	11.8	•	0
860 920 720 770 770 830 278 44.0 111 29.7 98 73.1 33 55.0 31 44.3 276 13.8 111 29.7 98 73.1 13 55.0 31.4 44.3 206 13.8 111 29.7 28 13.7 16 25.7 24 44.3 106 13.8 12.0 13 2.2 10 16.7 24 11.	1141-1600	1 8	17.3	9	2.5	14		• •		17		•	
1 0.2 0.0 0.0 1 .8 0 0.0	Median Score	860		920		720		770		830		:	
1 0.2 0.0 0.0 1 .8 0 0.0 0 0.0 0 <t< td=""><td>1.5-2 Vagra</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>	1.5-2 Vagra												
278 43.0 111 29.7 98 73.1 33 55.0 31 44.3 206 31.8 6.6 45 12.0 25 18.7 16 25.7 24 34.3 106 16.4 80 21.4 7 134 2.2 1 1.67 8 11.4 647 37.4 12.0 7 134 2.2 1 1.67 7 10.0 647 3.6 3.7 134 2.6 0.0 0	24424 4-744	-	,	•	0.0	-	60	0	0.0	0	0.0	•	0.0
206 31.6 136 36.9 25 18.7 16 26.7 24 34.3 56 16.4 80 21.4 7 5.2 10 16.7 8 11.4 56 8.6 45 12.0 31.4 7 5.2 1 16.7 8 11.4 647 9.0 134 2.2 1 16.7 7 10.0 70 10.0 70 10.0 70 10.0 70 10.0 70 10.0 <t< td=""><td>0-400</td><td>278</td><td>43.0</td><td>111</td><td>29.7</td><td>86</td><td>73.1</td><td>33</td><td>55.0</td><td>31</td><td>64.3</td><td>S.</td><td>55.6</td></t<>	0-400	278	43.0	111	29.7	86	73.1	33	55.0	31	64.3	S.	55.6
106 16.4 80 21.4 7 5.2 10 10.7 7 10.0 647 35 12.0 134 2.2 10 10.7 7 10.0 647 374 12.0 134 2.2 10 10.7 7 10.0 860 3.035 27.9 1,365 18.8 1,020 59.0 372 39.0 230 30.2	821-990	506	31.8	138	36.9	ສ '	18.7	9 :	26.7	7	34.3	m -	33.3
56 80 80 70 647 920 134 134 66 70 860 920 130 130 70 70 960 1,385 18.8 1,020 59.0 372 39.0 230 3,035 27.9 1,385 18.8 1,020 59.0 372 39.0 230 2,828 35.1 2,676 36.4 528 30.5 347 36.4 256 33.6 2,537 23.3 1,733 16.7	991-1140	106	16.4	8	21.4	~ ~	2.5	3 -	1.6.	۸ ۵	10.01	- 0	0.0
866 920 730 730 795 860 867 920 730 730 795 860 3,035 27.9 1,585 18.8 1,020 59.0 372 39.0 20 3,828 35.1 2,676 36.4 528 30.5 347 36.4 256 33.6 2,537 23.3 2,668 28.1 116 6.7 162 17.0 167 21.9 10,897 13.7 1,233 16.7 64 3.7 76 108 14.3 10,897 13.7 1,729 953 761 108 14.3 10,897 13.7 1,729 953 761 14.3 11 0.0 1 0.0 0.0 953 14.3 11 0.0 1 0.0 0.0 0.0 0.0 0.0 11 0.0 1,106 46 3.7 7.6 14.3 14.3 </td <td>1141-1600</td> <td>97</td> <td>0</td> <td>Ç *</td> <td>0.21</td> <td>134</td> <td>•</td> <td>1 09</td> <td>•</td> <td>۶.</td> <td></td> <td>6</td> <td></td>	1141-1600	97	0	Ç *	0.21	134	•	1 09	•	۶.		6	
1 0.0 0	Median Score	860		920		730		795		860		077	
1 0.0 0.0 1 0.1 0 </td <td>2.5-3 Tears</td> <td></td>	2.5-3 Tears												
3,035 27.9 1,385 18.8 1,020 59.0 372 39.0 230 30.2 2,586 35.1 2,676 36.4 528 30.5 347 36.4 256 33.6 1,486 13.7 1,233 16.7 16 3.7 72 76 10.8 10,897 7,362 1,729 80 80 14.3 10,897 7,362 1,729 80 80 14.3 10,897 1,362 1,729 80 14.3 10,897 1,362 80 80 1,062 800 1,062 45.1 35.8 14.3 11 0.0 1,062 45.1 35.8 12.7 2,954 14.4 1,148 8.0 1,062 45.1 35.8 4,872 23.5 3,112 21.7 718 30.5 46.4 32.1 513 22.9 4,872 23.5 3,112 21.7 718 30.5 24.6 56.7 25.3 5,947 28.7 4,594 32.0 35.8 15.5 19.5 86.9 20,666 1,060 1,00 1,00 1,00 1,00 <	0-400	٦	0.0	•	0.0	-1	0.1	0	0.0	0	0.0	• ;	0.9
3,828 35.1 2,676 36.4 528 30.5 547 55.4 220 53.0 2,537 23.3 1,233 16.7 16.7 17.0 167 21.9 10,897 7,362 16.7 1,729 953 7.6 108 14.3 10,897 7,362 16.7 1,729 860 953 761 16.9 11.9 11.0 10.0 </td <td>401-820</td> <td>3,035</td> <td>27.9</td> <td>1,385</td> <td>18.8</td> <td>1,020</td> <td>59.0</td> <td>372</td> <td>39.0</td> <td>230</td> <td>30.2</td> <td>28</td> <td>30.0</td>	401-820	3,035	27.9	1,385	18.8	1,020	59.0	372	39.0	230	30.2	28	30.0
2,537 23.3 2,537 23.3 1,00 10 1,729 37 72 7,6 108 14.3 14.3 16.7	821-990	3,828	35.1	2,676	36.4	528	30.7	34/	30.4	25.	0.10	7 7	26.1
1,490 1.57 953 761 10,897 7,362 1,729 953 761 930 980 860 920 920 11 0.0 1 0.0 7 0.3 1 0.0 920 2,954 14.4 1,148 8.0 1,062 45.1 358 23.7 335 14.9 4,872 23.5 3,112 21.7 718 30.5 484 32.1 513 22.9 4,872 23.5 3,112 21.7 718 30.5 24.6 567 25.3 5,947 28.7 4,594 32.0 358 15.2 24.6 56.7 55.3 6,912 33.4 5,496 38.3 20.8 8.9 19.5 19.5 22.24 56.9 20,696 1,100 860 960 1,060 1,060 1,060	991-1140	2,537	23.3	2,068	1.62	110		72	9.7	108	14.3	16	20.7
11 0.0 1 0.0 7 0.3 1 0.1 1 0.0 2,954 14.4 1,148 8.0 1,062 45.1 358 23.7 335 14.9 4,872 23.5 3,112 21.7 718 30.5 484 32.1 513 22.9 5,947 28.7 5,496 38.3 20.8 15.2 24.6 56.7 25.3 6,912 33.4 5,496 38.3 20.8 8.9 295 19.5 22.4 56.7 20,696 16,341 2,353 1,510 860 960 1,060 1,060	1141-1600	1,490	/:51	7,162		1.729		953	•	761		92	
11 0.0 1 0.0 1 0.1 1 0.0 2,954 14.4 1,148 8.0 1,062 45.1 35.8 23.7 335 14.9 4,872 23.5 3,112 21.7 718 30.5 484 32.1 513 22.9 4,872 23.5 3,112 21.7 718 30.5 484 32.1 513 22.9 5,947 28.7 4,594 32.0 35.8 15.2 24.6 56.3 6,912 33.4 5,496 38.3 20.8 8.9 295 19.5 82.8 20,696 14,341 2,353 1,510 2,244 1,060 1,100 860 960 1,060	Nedian Score	930		086		800		860		920		066	
11 0.0 1 0.0 1 0.0 2,954 14.4 1,148 8.0 1,062 45.1 358 23.7 335 14.9 4,872 23.5 3,112 21.7 718 30.5 484 32.1 513 22.9 5,947 28.7 4,594 32.0 358 13.2 24.6 56.7 25.3 6,912 33.4 5,496 38.3 208 8.9 295 19.5 828 36.9 20,696 16,341 2,353 1,510 860 1,060 1,060 1,060	;												
11 0.0 1 0.0 1 0.0 1 0.0 1 0.0 1 0.1 1 0.0	3.5 Tears or Hore			-		1	,	•	•	•	•	•	
2,954 14.4 1,148 8.0 1,002 45.1 55.7 55.7 55.7 55.7 55.7 55.7 55.7 5	0-400	11	0.0	-	0.0		e	- QUC	1.0	1 °C	9.5	- ;	9 0
4,872 23.7 4,594 32.0 358 15.2 372 24.6 567 25.3 5.9 5.9 29.5 19.5 828 36.9 20,696 31.31 2,353 1,510 860 1,060 1,060	401-820	2,954	14.4	1,148	. c	1,062	100	536 686	32.1	513	22.9	45	18.1
6,912 33.4 5,496 38.3 208 8.9 295 19.5 828 36.9 20,696 14,341 2,353 1,510 2,060 1,060 1,060	821-990	4,872	23.5	3,112 6,596	12.0	358	15.2	372	24.6	567	25.3	28	22.6
20,696 14,341 2,353 1,510 2,244 1,000 1,060 1,060	991-1140	6.912	33.4	5,496	38.3	208	8.9		19.5	828	36.9	95	38.3
1,060 . 1,100 860 960 1,000		20,696		14,341		2,353				2,244		248	
	Median Score	1,060		1,100		860		096		1,000		1,100	

;	Total	ם	Anglo	<u>9</u>	Ag.	Black	Hispanic	inte	Other	6	Rthn Not Re	Ethnicity Not Reported
ACT""/SAT Score by Tears of Math	Number	 *	Number	×	Rumber	ĸ	Number	*	Rumber	*	Number	*
			-		Upper East	Texas						
None 0-400 401-820 821-990 991-1140	2 2 2 3 6 . 2 2 3 8 2 9 9 2 9 2 9 2 9 3 9 3 9 9 9 9 9 9 9 9	31.5 27.2 28.3 13.0	014814	20.0 20.0 20.0 20.0 4.0	0 1 8 8 0 8	0.0 61.1 27.8 11.1 0.0	0-1009	0.0 16.7 83.3 0.0	8 1 1 8 0 1 1 8 0 1 1 1 1 1 1 1 1 1 1 1	38.5 7.7 7.7	0.000	0.000
Median Score 0.5-1 Teax 0-400 401-820 821-990 991-1140 II 41-1600 M-		0.0 0.18 0.4 7.4 0.0	1,005 0 0 1 1 1 200 0	0.0 11.1 14.3 0.0	810 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.000	885 0 1 1 0 0 0 0 0 0 0 0 0 1 1 1 1 1 1 1	0.000	1,010 0 0 0 720	0.000	86 0 0 0 0 0	0.000
1.5-2 Tears 0-400 401-820 821-990 91-1140 1141-1600 M- Median Score	0 71 49 20 20 18 158 860	0.0 44.9 31.0 112.7 11.4	0 84 42 17 118 118 118	0.0 30.6 37.9 15.3 16.2	31. 31. 00. 720.	0.0 13.9 0.0 0.0	0 0 0 0 720	0.000	8 6 8 6 8	0.0 40.0 20.0 0.0	8 8 8 8 8	00000
2.5-3 Yeaze 0-400 401-820 821-990 991-1140 1141-1600 Median Score	3 762 670 398 198 2,031	0.00 0.00 0.00 0.00 0.00 0.00	0 459 542 343 173 1,517	0.0 30.3 35.7 22.6 11.4	232 70 70 21 12 337	0 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	28 28 111 4 71 860	0 88 81 8 0 4 4 6 6	1 255 23 23 24 25 23 23 23 23 23 23 23 23 23 23 23 23 23	1.5 36.8 33.8 20.6 7.3	0 8 L 8 8 8 8 8 8 9 8 8 9 8 9 8 9 8 9 9 8 9 9 8 9	0.0 47.4 18.4 23.7 10.5
3.5 Tears or More 0-400 401-820 821-990 991-1140 Il41-1600 M=	1 582 983 1,187 3,708 1,030	15.7 26.5 25.6 25.6	307 346 746 1,034 856 2,943	0.0 10.4 25.4 25.1	1 206 147 687 32 454 860	0 45.5 4.5.5 4.00.7	22 5 2 3 4 5 1 6 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	0.0 24.0 27.9 32.7 15.4	0 27 37 41 41 141 1,030	28.2 28.2 29.1 29.1 20.0	0 24 10 10 11 10 10 10 10 10	25.8 36.4 15.1 22.7

Section of Math. Section of	and the Canal	Total	됞	Anglo	원 원	Black	jck 	Bis	Bispanic	8	Other	Ethnicity Not Reported	city
Southbeart Texas 47 21.9	Act fact score by Tears of Math	Number	ĸ	Number	ĸ	Rumber	ĸ	Number	ĸ	Number	ĸ	Number	ĸ
0 0.0						Southeast	Техав						
40 0.00 0													
97 24.2 15 16.7 16.		•	•	•	•	•	0	•	0	c	Ċ	,	
20 44.5 35 35.0 10 47.5 16 45.7 16 45.7 16 45.7 16 45.7 16 45.7 17 16 66.7 16 4 11.4 10 10 11.2 10 11.2 10 11.2 10 11.2 10 11.2 10 11.2 10 11.2 10 11.2 10 11.2 10 10 11.2 10 10 10 11.2 10	0-400) (, <u>r</u>	16.7	, e	9,92	•	23.8	•	25.7		0
47 21,4 27 30,0 3 10,0 4 19,1 6 17,2 0 17,2 0 17,2 0 17,2 0<	401-820	2 6	\$ \$	12	38.9	5 5	52.0	9	47.6	16	45.7		0
26 10.2 10.2 9.5 4 11.4 0 940 950 950 2 2 9.5 4 11.4 0 940 950 950 950 930 930 900 0	961-1140	62	21.4	27	30.0	•	10.0	4	19.1	•	17.2	•	0.0
196 990 550 521 355 990	1141-1600	2 2	10.2	1	14.4	, 	2.0	. 4	9.8	4	11.4	0	0.0
940 950 950 950 950 950 950 950 950 950 95		196	1	8		20		21		35		0	
10 63.4 5.4 5.5	Median Score	940		980		855		930		00 6		:	
14 63.4 5 45.5 1 5 60.0 0 0 0 0 0 0 0 0 0													
14 25.1 1 1 1 1 1 1 1 1 1	THEY YEAR	•	•		•	•	•	•	•	•	•	•	•
6 27.4 9 45.5 1 16.7 0	0-400	- ;		.		.		-	9	•	9	.	9 6
1 4.5 1 9.0 0.0	401-820	*	27.4	, •1	45.5	,	16.7	10	0	. 0	0		0
2 1 4.5 0 0.0 0 <td>991-1140</td> <td></td> <td>4.5</td> <td>-</td> <td>0.6</td> <td>•</td> <td>0.0</td> <td>•</td> <td>0.0</td> <td>•</td> <td>0.0</td> <td>•</td> <td>0.0</td>	991-1140		4.5	-	0.6	•	0.0	•	0.0	•	0.0	•	0.0
92 841 66 865 73 795 0 0.0	1141-1600	-	4.5	0	0.0	0	0.0	-	20.0	0	0.0	0	0.0
0 0.0 0 0.0 0 0.0 0 0.0 0	E	22		= 5		• ;		2 2		m cor		•	
0 0.0 0 0.0	Median Score	795		000		600		600		08/	(ii)	:	
6 49.3 24 33.8 34 80.9 6 53.8 3 42.9 1 40 14.5 24 33.8 34 80.9 6 35.8 1 42.9 1 20 14.5 12.7 2 44.8 1 5.9 3 42.9 1 138 6.5 14.9 1 2 44.8 1 5.9 3 42.9 1 138 7.7 2 1.0 0.0	1 5-3 Vages												
68 49.3 24 33.8 34 80.9 6 35.3 3 42.9 1 41 29.7 24 33.8 6 14.3 10 58.8 1 14.2 0 9 14.5 14 19.7 2 0.0 0<	2004 4 214	•	•	•	•	•	•	•	ć	•	•	•	•
41 25.7 24 35.8 6 14.3 10 58.8 1 14.2 0	0-400	- «	9	96	, e	36	6.08	•	8.8	•	42.9	• -	100.0
20 14.5 14 19.7 2 4.8 1 5.9 3 42.9 0	821-990	41	29.7	7	33.8	•	14.3	01	58.8	-	14.2	0	0.0
9 6.5 9 12.7 0 0.0 0 0.0 0 0.0 0 0.0 0	991-1140	20	14.5	*	19.7	7	4.8	-	5.9	en 1	42.9	0	0.0
138	1141-1600	6	6.5	۵ ;	12.7	0 9	0.0	o ţ	0.0	o r	0.0	۰ -	••
0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0		138		75		42		1/8		830		1 087	
0 0.0 0 0.0	Median Score	830		016		07/		000		ŝ		2	
0 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0 0.0 0.0 0 0.0 0.0 0 0.0 0 0.0 0<	2.5-3 Tears												
895 35.1 350 22.8 364 63.1 106 44.0 69 37.7 6 1,005 39.5 664 43.4 176 30.5 102 42.3 60 32.8 3 450 17.7 159 10.4 10 1.7 10 4.1 183 21.3 3 2,546 1,531 10.4 10 1.7 241 183 8.2 14 890 1,531 10.4 10 1.7 241 183 14 885 890 1,531 20 0.0 1 0.1 0.0	0-400	•	0.0		0.0	0	0.0	0	0.0	0	0.0	0	0.0
1,005 39.5 664 43.4 176 30.5 102 42.3 60 32.8 3 32.8 3 32.8 3 32.8 3 3 21.3 3 3 21.3 3 3 21.3 3 </td <td>401-820</td> <td>895</td> <td>35.1</td> <td>350</td> <td>22.8</td> <td>364</td> <td>63.1</td> <td>901</td> <td>44.0</td> <td>69</td> <td>37.7</td> <td>•</td> <td>45.9</td>	401-820	895	35.1	350	22.8	364	63.1	901	44.0	6 9	37.7	•	45.9
450 17.7 358 23.4 27 4.7 23 9.6 39 27.3 3 2,546 7.7 159 10.4 10 1.7 241 183 27.3 3 890 920 780 850 850 900 885 1 0.0 0.0 0.0 0.0 0.0 885 817 20.3 311 12.8 333 44.6 97 26.9 71 15.0 5 1,23 30.6 697 28.6 260 34.7 130 36.1 141 29.9 5 1,023 25.4 71 29.3 113 15.1 17 24.8 1 4,031 2,434 747 360 472 18 990 1,035 860 940 1,020 990	821-990	1,005	39.5	999	43.4	176	30.5	102	42.3	9	32.8	en (21.4
196 7.7 159 10.4 10 4.1 15 2,546 1,531 2,546 1,531 2,541 183 2,54 14 183 14 183 14 183 14	991-1140	450	17.7	358	23.4	27	٨.٧	23	6	6 i	21.3	m (21.4
2,546 1,531 577 241 183 14 890 920 780 850 900 885 1,231 920 0.0 <td>1141-1600</td> <td>196</td> <td>7.7</td> <td>159</td> <td>10.4</td> <td>2 ;</td> <td>1.7</td> <td>9 ;</td> <td>4.1</td> <td>2 ;</td> <td>8.2</td> <td>7 :</td> <td>14.3</td>	1141-1600	196	7.7	159	10.4	2 ;	1.7	9 ;	4.1	2 ;	8.2	7 :	14.3
890 920 780 830 900 920 1 0.0 0 0.0	-	2,546		1,531		577		241		183		14	
1 0.0 0 0.0 0	Median Score	890		920		/80		820		906		689	
1 0.0 0 0.0 0 0.0 0 </td <td></td>													
1 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	3.5 lears or More	•	,	•	,	•	•		•	•	•		•
1, 213 30.6 697 28.6 250 34.7 30, 25.3 71 25.9 5 1,023 25.4 714 29.3 113 15.1 78 21.7 117 24.8 1 0 957 23.7 712 29.3 40 5.5 55 15.3 143 30.3 7 4,031 2,434 747 860 940 1,020 990	0-400	- ;	0.0	•	9 9	→ 6	1.0	9 6	9.0	٤ -		5 V	9.0
) 1,023 25.4 714 29.3 113 15.1 78 21.7 117 24.8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	401-820	1 232	20.5	747	28.6	260	34.7	130	36.1	141	5.00	רא ר	27.8
957 23.7 712 29.3 40 5.5 55 15.3 143 30.3 7 4,031 2,434 747 360 472 18 990 1,035 860 940 1,020 990	991-1140	1.023	25.4	714	29.3	113	15.1	78	21.7	117	24.8		5.5
4,031 2,434 747 360 472 18 18 18 990 1,020 990	1141-1600	957	23.7	712	29.3	9	5.5	55	15.3	143	30.3	7	38.9
990 1,035 860 940 1,020	-N	4,031		2,434		747		360		472		18	
	Median Score	066		1,035		860		940		1,020		066	

ACT /SAT Score by	Total	7	Anglo	130	BL	Black	H1.0]	Hispanic	Other	ier	Rthn:	Rthnicity Not Reported
Tears of Math	Rumber	*	Number	ĸ	Number	*	Number	*	Number	*	Number	*
					Gulf Coast	18 t						
None	•	•	•	•	•	•		•	•	•	•	•
0-400	144	22.5	° 00	0.0 16.1	3 C	37.8	78 C	0.04	35 °C	0.0 18.9	o o	0.0
821-990	503	32.7	8 8 6	31.5	30	33.3	21	30.0	18	35.5	00	
991-1140	160	ี ถูง	9 F	29.9	77	8. 6. 6.	17	24.3	33	19.5	0 0	0.0
1141-1900 %-	640 640	67.6	311	C: 77	96	2.	, 5	;	169	1.07		•
Median Score	978		1,000		. 8885		006		980		i	
0.5-1 Tear												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	8 5	59.6	១•	0.0	13	86.7	∢ -	9,99	6 0 6	55.6	8	100.0
821-390 991-1140	, o	10.5 2.01	• ∢	16.0	10	0.0	•	16.7	1 →	11:1	• •	
1141-1600	en (5.3	~ ;	12.0	۰;	0.0	•	0.0	0 (0.0	0 (0.0
N- Median Score	790		2 8		680		745		800		770	
•			-									
1.5-2 Tears	•	•	•	•	•	•	•	•	•	•	•	•
0-400 401-820	7 283	43.1	6	28.4	103	6.9	, th	20.0	37	52.1	•	0.00
821-990	190	29.0	108	32.6	43	27.0	23	27.1	4 5	19.7	8	20.0
1141-1600	==	6.01	25	15.7	· •n	3.1	-	8.2	.	7.1	8	20.0
N- Median Score	656 860		331 930		159 770		820 820		71 820		710 770	
2.5-3 Tears												
0-400	4 4	0.0	1.032	0.00	93 3	0 5	0 % %	0.4	1 225	0.1	5 °	0.4
401-820 821-990	3,233	36.1	1,882	37.2	523	31.2	208	38.4	38	35.7	36	34.9
991-1140	1,918	21.4	1,382	27.3	155	9.5	184	13.9	187	21.9	6 1 :	22.1
1141-1600	I,033	9.11	2.057	15.3	1.675	۲. ۲.	1.324	2.5	118 13	0.41	9 7	9.81
Median Score	916		970				860		930		910	
3.5 lears or nore	•	•	•	•	•	•	•	•	•	•	•	•
0-400	2 487	0.5	92 K	0.0	1 873	,	S & C	0.0	0 00	0.0	0 \$	0.0
821-990	4,913	24.6	2,657	22.0	819	34.0	783	32.7	603	20.8	25	21.6
991-1140	5,697	28.4 11.5	3,805 4,655	31.6	452 268	18.7	627	26.2 18.2	753	26.0 62.8	60 85 85	25. 4. 5.
	19,984	}	12,045		2,413	:	2,393		2,897	:	236	
Median Score	1,060		1,100	٠	880		980		1,100		1,060	
Č										C C C		
3	ア シ))		

Number 7 54 21.3 54 21.3 55 29.6 57 29.6 57 22.5 66 26.2 25 26 26.2 27 22.5 80 27 22.5 810 8 29.3 84 29.3 84 29.3 11,200 29.3 16,30 34.9 920 34.9 19.5 32.4 4,097 13.3 1,004 12.5 1,004 12.5 1,004 12.5 8,038 8,038 8,038 8,038 8,038 1,004 12.5 1,004 12.5 1,004 12.5 1,005 12.5		Total	Į,	Anglo	2	18	Black	Hispanic	nate	8	Other	Rot Re	Ethnicity Not Reported
The control Total The control T	ACT - / SAI Score by Years of Math	Number	*	Number	ĸ	Number	×	Number	H	Number	×	Number	*
11 0.4 0.4 0 0.0 0 1 2.6 0 0.0						Central I	exas						
1	None												
75 22.5 4 1 28.7 19 48.7 1 8 30.8 15 20.2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	0-400	-	4.0	0	0.0	-	2.6	0	0.0	0	0.0	0	0.0
75 22.5 4 45 21.7 10 22.0 1 11.2 2 11	401-820	54	21.3	1	6.7	61	48.7	co :	30.8	13°	30.2	0 0	0.0
75 72.5 44 72.5 44 72.5 7 18.0	921-990	75	29.6	46	31.7	01	25.6	or '	7.88	.	50.5	5 6	
10 10 10 10 10 10 10 10	991-1140	57	22.5	4	28.3	~ 0	18.0	m v			0.4.0	5 6	
The good of the control of the contr	1141-1600	99	26.2	*	30.3	7 6	7.6	ה א	73.67	3 \$	۲۰۰۲	.	;
15 59.3 6 46.1 1 100.0 0 0 0 0 0 0 0 0 0	f= fedian Score	253 990		1,040		810		878		950)	
10 0 0 0 0 0 0 0 0 0	5-1 Year												
16 59-5 5 64-5 5 100-0 4 57-1 1 100-0 0 1 27 27 11 7-7 0 0 0-0 1 14-3 0 0-0 0 0 0 27 27 11 7-7 0 0 0-0 0 0 0 0 0 0	9	c	0.0	0	0.0	•	0.0	0	0.0	•	0.0	•	•
1	101-820	91	59.3	•	46.1	'n	100.0	4	57.1	-	100.0	0	0.
1 3.7 1 7.7 0 0.0 1 14.3 0 0.0 0 0 0.0 0 0 0 0	121-990	•	29.6	•	38.5	0	0.0	~	28.6	0	0.0	(100
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Sected 960 865 775 865 950 770 EB 0 0.0	1141-1600	25	11.1	50 2	8.9	o 4	0.0	4 (18.2	1.	14.3	o -	0	
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On 155 11.0 134 13.6 3 5.0 10 3.5 6 10.0 2 10.0 2 10.0 2 10.0 2 10.0 2 10.0 2 10.0 2 10.0 2 10.0 2 10.0 2 10.0 2 10.0 3	821-990	515	36.6	362	36.7	J «	25.0	/or	38.L	3 =	21.0	o vr	20.0	
1,406 985 60 20 Score 910 950 785 860 910 950 Or Hore 0 0.0 0.0 0.0 0.0 0.0 950 Sal 14.3 157 10.4 28 41.2 93 23.7 17 6 26.1 3 301 14.3 157 10.4 28 41.2 93 23.7 17 16.7 6 26.1 3 51 52.3 34.5 12 17.7 105 27.6 8 34.8 10 595 28.3 478 31.5 6 8.8 69 17.5 36 35.3 6 26.1 2,101 1,515 31.5 68 393 17.5 36 35.3 26.1	1141-1140	155	11.0	134	13.6) m	0.0	9	3.5	•	10.01	. 70	9.0	
Score 910 950 785 860 910 950 OT More O 0.0 301 14.3 157 10.4 28 41.2 93 23.7 17 6 26.1 3 311 15.3 15.4 22 32.1 22 21.6 3 13.0 34.8		1,406		985		9		281		9		50		
Or Hore 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	Median Score	910		950		785		860		910		950		
0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0														
301 14.3 157 10.4 28 41.2 93 23.7 17 16.7 6 26.1 531 25.3 35.8 22.6 23.4 31.0 674 32.1 52 34.5 17.7 105 26.4 8 34.8 595 28.3 478 31.5 68 8.8 68 17.5 36 35.3 6 26.1 2,101 1.515 68 393 17.5 102 35.3 23		•	0.0	0	0.0	•	0.0	0	0.0	•	0.0	•	0.0	
231 253 34.5 12 17.7 105 26.4 8 8 69 17.5 36.3 6 8 8 6 8 8 6 9 17.5 36 35.3 6 6 8 8 6 9 17.5 36 35.3 6 6 8 8 8 6 9 17.5 36 35.3 6 6 8 8 8 6 9 17.5 36 35.3 6 6 8 8 8 8 9 17.5 36 35.3 6 8 9 17.5 36 35.3 6 9 17.5 36 35.3 6 9 17.5 36 35.3 6 9 17.5 36 35.3 6 9 17.5 39 3	401-820	301	14.3	751	10.4	18	41.2	93	23.7	17	16.7	•	2 6 .1	
595 28.3 478 31.5 6 8.8 69 17.5 36 35.3 6 2.101 1.515 68 68 393 17.5 102 2.3	821-990	531 674	32.1	525 522	34.5	72	17.7	105	26.7	27	26.4	n eo	34.8	
2,101 1,515 68 393 102	1141-1600	595	28.3	478	31.5	•	8.	69	17.5	98	35.3	•	26.1	
	<u>.</u>	2,101		1,515		89		393		102		23		



ALL JAM SCOTE DY	Total	1	Anglo	و	Black	ıck	Hiep	Hispanic	ទី	Other	Rthn Not Re	Sthnicity Not Reported
Tears of Math	Number	×	Rumber	×	Number	×	Number	×	Number	×	Number	×
					Upper Rio (Grande						
None 0-400 401-820 821-990 991-1140 1141-1600 N- Hedian Score	42 40 26 113 880	28.80 28.80 28.80 1	0 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	0.0 18.8 31.2 37.5 12.5	00 00 4 77 X X X X X X X X X X X X X X X X X	00000	32 31 31 16 4 83	0.08.3 3.0.4 1.0.4 8.8 8.8	9 12 12 14 15 15 15 15 15 15 15 15 15 15 15 15 15	0.0 41.7 133.3 8.3	000000	00000
0.5-1 Tear 0-400 401-820 821-990 991-1140 1141-1600 Median Score	0 0 0 0 1 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0	222.0 222.0 222.0 222.0	0 0 1 2 1,075	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	730	0.000	. v . v . v . v . v . v . v . v . v . v	28.3 28.3 25.7 0.0	000000	00000	0 0 0 0 1 1	0.00
1.5-2 Tears 0-400 401-820 821-990 991-1140 1141-1600 Median Score	20 20 20 20 20 20 20	2.1 2.1 2.1	0 8 8 4 0 5 1 0	0.0 25.0 33.3 0.0	78 8 0 5 7 8 0 4 8 0 4 8 0 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1 8 9 1	0 62.5 12.5 25.0 0.0	37 37 23 68 69 69	38.30 1.85.26 1.22.26	0 0 1 2 2 2 4 4 1,075	0.00 88.00 0.00 0.00	69 69 69	00000
2.5-3 Tears 0-400 0-400 821-990 991-1140 1141-1600 M-Hedian Score	0 995 797 296 101 2,189 850	0 % & & 4 0 % & & 4 0 % & & & &	8 0 1086 1086 113 13	0.0 19.4 45.0 10.2	62 45 13 121 820	0.0 51.3 37.2 10.7 0.8	791 508 148 1,495 820	332.0 100.0 3.2	29 24 29 137 890	0.0 34.3 39.4 21.2 5.1	0 15 1 1 2 3 820	0.0 65.2 17.4 4.4 13.0
3.5 Years or More 0-400 401-990 821-990 991-1140 1141-1600 Median Score	5 749 913 790 575 970	26.7 26.7 36.1 18.9	1 49 136 213 222 620 1,085	0.2 1.9 34.3 35.8	. 0 27 30 28 28 17 102 930	26.5 29.4 27.4 16.7	643 683 684 2,073 2,073	233.0 233.4 12.5 5	25 25 55 56 208 1,030	0.0 12.0 22.8 26.5 31.7	0 5 4 10 10 29 1,060	0.0 17.2 13.8 34.5

^{*}values may not sum to state total due to missing values for some variables for some cases. **ACT Scores are adjusted to SAI Standard.









Table 43: Number* and Percent of Students in Texas by ACT**/SAT Combined Score, Years of Natural Sciences Completed and Race/Ethnicity, 1995-96

The second secon

Furnible: R. Furnible: Furn	ACT* /SAT Score	Total	-	Anglo	91	BL	Black	His	Hispanic	8	Other	Rot R	Ethnicity Not Reported
The state of the s	Dy Mears of Natural Sciences	Number	**	Rumber	×	Number	*	Number	ĸ	Number	**	Number	×
1,635 57.0 54.6 41.8 47.0 76.0 47.7 72.4 10.2 46.6 40.0 47.7 72.4 10.2 46.6 40.0 47.7 72.4 10.2 46.6 40.0 47.7 72.4 10.2 46.6 40.0 47.7 72.4 47.5 72.5	None 0-400 401-820 821-900 991-1140 1141-1600 N= Median Score	1,452 1,522 1,522 605 4,528	0.1 32.1 33.6 20.9 13.3		0.0 16.9 35.6 29.3 18.2	423 227 227 68 21 740	57.2 30.7 2.2 2.8	446 3346 148 51 51 840	0.2 4.34 1.48 1.2 2.2	22.8 22.4 22.4 12.3 12.4 72.9	0.0 31.3 30.7 16.9 21.1	0 1 1 1 10 7 45	0.0 60.0 10.0 20.0
8,133 4.5.2 3,040 31.6 1,811 68.2 2,620 61.3 535 44.9 127 2,620 31.3 4,52 1,137 12.1 68.2 2,620 61.3 536 30.2 55 2,620 31.3 3,441 35.8 6.8 6.8 13.8 24.0 1,128 26.4 360 30.2 55 1,526 8.5 1,137 12.1 6.5 2.4 150 3.7 111 9.3 34 1,756 8.5 1,137 12.1 6.5 2.4 1112 9.7 111 9.3 34 1,750 8.5 1,137 12.1 6.5 2.4 1112 9.7 111 9.3 34 14,573 24.4 5,033 14.1 3,073 47.7 5,429 4.6 1,269 32.1 159 14,573 24.4 5,033 14.1 3,073 47.7 5,429 4.6 1,269 32.1 159 16,906 8.2 1.2 1.2 1.2 1.2 1.2 1.2 1.2 1.2 1.2 1	0.5-1 Year 0-400 401-820 821-990 991-1140 1141-1600 N=	1,635 807 280 139 2,866	0 5 5 4 6 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5		0.0 41.8 15.0 7.9	470 118 18 9 618 720	120.0 120.0 120.0 120.0	477 477 145 10 10 659	222.4 222.4 3.0 1.5	002 84 87 819 840	0.048 0.001 0.004	0 0 1 6 2 2 2 2 0 7 7	0 4 4 4 0 4 4 4 4 0 4 5 4 4
14,573 24.4 5,035 14.1 3,075 47.7 5,429 41.6 842 21.3 192 19,481 32.6 11,333 31.8 2,261 35.1 2,083 16.0 1,042 26.3 31.1 19,481 32.6 11,333 31.8 2,261 35.1 2,083 16.0 1,042 26.3 159 19,481 32.6 11,333 31.8 2,261 35.1 2,083 16.0 1,062 26.3 14.1 19,751 18.0 8,367 23.5 377 5.8 1,063 8.1 803 20.3 141 59,725 35,639 8,49 13,036 3,957 9.0 14 59,725 12.4 2,007 6.4 1,277 33.5 2,427 24.2 3.957 13,362 24.2 6,514 20.9 1,277 33.5 2,427 24.2 2,007 9.2 114 15,175 22.7 10,313 33.2 849 22.3 2,444 1,406 2,210 17,178 33.7 12,271 39.5 459 12.0 1,841 18.4 2,371 43.2 646 1,060 1,100 1,100 1,100 1,060 1,100 1,060 1,060 1,100 1,060 1,060 1,100 1,060 1,060 1,100 1,060 1,060 1,060 1,060 1,060 1	1.5-2 Tears 0-400 0-400 821-990 991.1140 1141-1600 N=	20 8,133 5,620 2,681 1,526 17,980	0 4 8 1 8 4 0 1 1 4 1 4 1 4 1 4 1 4 1 4 1 4 1 4 1	1,940 1,940 1,940 1,940 1,640 1,640	0.0 31.6 35.8 20.5 12.1	1,811 636 133 133 2,655	0 8 4 8 4 6 8 4 8 4 6 6 6 6 4	2,620 1,128 360 159 4,274	0 261.32 8 8 4 4 4 5 3 7 4 4 4 5 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	1 535 360 185 111 1,192 860	44.0 18.2.2 18.2.2	127 127 55 33 34 250 820	50.22 22.0 13.2 13.5
OF More 13 0.0 3 0.0 4 0.1 5 0.1 1 0.0 0 6,332 12.4 2,007 6.4 1,277 33.5 2,427 24.2 507 9.2 114 12,363 24.2 6,514 20.9 1,223 32.1 3,292 32.9 1,200 22.0 134 15,175 29.7 10,313 39.2 849 22.3 2,445 24.4 1,406 22.6 162 10 17,178 33.7 11,271 39.5 459 12.0 1,841 18.4 2,371 43.2 366 10,010 1,060 1,100 1,100 1,100 1,060 1,060	2.5-3 Years 0-400 401-820 821-990 991.1140 1141-1600 N= Median Score	14,573 19,481 19,481 10,751 59,725	282 282.6 28.6 2.0 2.0 2.0	5,035 11,338 10,897 8,367 1,020	0.0 14.1 31.8 30.6 23.5		47.7 35.1 11.3 5.8	5,42 4,42 2,083 1,063 860	0.1 41.6 34.2 16.0 8.1	842 1,269 1,042 1,042 3,957	20.0 20.1 26.3 20.3	192 1152 1153 944 964	0.0 29.8 23.6 21.9
	.5 Tears or More 401-600 821-140 991-1140 1141-1600 M=	6,332 12,363 15,175 17,178 51,061 1,060	20.0 20.0 20.2 33.7 7.7	2,007 6,514 10,315 12,271 31,108	0 4 0 5 0 8 8 0 0 0 8 0 0 0 0 0		33.5 32.1 12.0	2,427 3,292 2,445 1,841 10,010	0 32.52 24.4 18.4	507 1,200 1,406 2,371 5,485 1,100	\$25.0 \$35.0 \$3.6 \$3.6	0 114 162 162 236 646 1,060	0.0 17.7 20.7 25.1 36.5

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

Table 44: Number* and Percent of Studente in Texas by ACT**/SAT Combined Score by Tears of Natural Sciences Completed, Race/Ethnicity, and Metropolitan Status, 1995-96

Score Number 1,005		Total	r.	Anglo	10	Black	ıck	Hispanic	ante	96	Other	Not Reported	ported
Macropolitem Centred City Macropolitem City Macr	Tears of Natural Science	Number	ļ		*	Number	*	Number	н	Number	×	Number	•
Column C					Mat	ropolitan Cer	itral City						
1,000 155.5 175 155.6 155.7 155 155.7 155		•	-	G	0	-	0.2	8	0	•	0.0	0	0.0
1,07 33.5 420 35.9 172 31.1 5.2 33.8 92.2 13.0 13.	0-400 401-820	1,009	33.3	173	14.8	300	55.9	358	46.0	164	31.1	sn c	90.0
1,005 1,00	821-990	1,017	33.5	420	35.9	172	31.1	263	33.8	107	30.0	•	
1,000 1,00	991-1140	613	20.5	357	10.0 8.81	17	3.1	4	5.2	114	21.6		
1,005 57.4 25.5 36.2 20.5 57.4 350 72.0 77 50.0 50	1141-1600	3.034	•	1,170		553		779		527		s (
1,005 27.6 235 38.2 220 76.4 350 72.0 77 50.0 23 25.0 23 25.2 75 35.1 20 77 20.0 23 25.1 25.4 25.1 25.4 25.1 25.4 25.1 25.4 25.1 25.4 25.1 25.4 25.1 25.4 25.1 25.4 25.1 25.4 25.1 25.4 25.1 25.4 25.1 25	Median Score	910		066		800		840		920		9	
1,005 57-6 254 254 255 2	5-1 Year											ı	,
1,005 27.0 25.4	0-400	7	1.0	0	0.5	2 5	0.5 2.4	0 %	0.6	2,0	0.0	23	67.6
1,745 1,6 1,6 1,6 1,9 1,	401-820	1,005	28.1	7 7 7 7	39.1	2	18.1	108	22.2	42	27.3	0	26.5
1,748	991-1140	167	9.6	108	16.6	IJ,	3.1	50	4.1	24	15.6	N 6	n c
1,745 1,755 1,55	1141-1600	08	4.6	.	8.1	œ ç	1.9	8 48	/:1	154	:	340	•
5,026 45.7 1,4 0.1 1 0.0 6 0.3 5 0.1 1 0.1 0.1 1 0.1 0.1 1 0.1 0.1 1 0.1 <td< td=""><td>R- Median Score</td><td>1,743</td><td></td><td>88</td><td></td><td>720</td><td></td><td>740</td><td></td><td>825</td><td></td><td>770</td><td></td></td<>	R- Median Score	1,743		88		720		740		825		770	
14 0.1 1 0.0 0.3 0.3 0.1 1 0.1 1 0.1	S.2 Vanne												
5,026 45.7 1,470 29.2 1,246 66.0 1,859 60:0 376 48.8 27.5 30 20.0 376 48.8 27.5 20.0 20.0 31 30	100	14	1.0	1	0.0	•	0.3	*	0.1	-	0.1	-	0.7
15,372 30.8 1,7/2 32.3 100 5.1 14 3.7 135 16.5 20 10,987	401-820	5,026	45.7	1,470	29.2	1,246	0.66.0	1,859	60.7 0.5	376 230	28.0	31.3	21.2
10,987 8.4 660 13.1 1,889 3,099 821 147 16,0987 860 13.1 1,889 3,099 821 821 822	821-990	3,372	8. C	1,175	22.4	100	. e.	270	8.7	135	16.5	202	13.6
10,987 5,031 1,889 3,039 821 1470 1489 1,039 1,030 1,040	991-1140 1141-1600	925	5.4.	9	13.1	25	2.7	114	3.7	79	9.6	50	13.
OTE O.0 2 0.0 3 0.1 6 0.1 1 0.0 0 12,133 25.4 2,465 12.4 2,293 47.8 4,142 41.5 581 21.2 112 12,113 32.1 6,084 30.7 1,664 34.7 34.1 667 31.6 97 12,113 32.1 6,084 30.7 1,664 34.7 34.1 667 31.6 97 9,215 24.4 6,236 31.5 25.8 11.6 1,601 718 97 98 6,811 18.1 18.1 18.2 2,741 26.3 101 99 99 99 99 99 99 99 99 99 99 99 99 90		10,987				1,889		3,099 780		850		820	
12 0.0 2 0.0 3 0.1 6 0.1 1 0.0 0 0 0 0 0 0 0 0	Median Score	9		3		•		•		`			
12 0.0 2 0.0 3 0.1 0.0	5-3 Years												,
9,593 25.4 2,400 12.4 1,654 34.7 3,12 11.8 12.1 18.1 24.1 18.1 18.1 18.1 18.1 18.1 18.1 18.1 1	0-400	12	0.0	7	0.9	en e		9 17 7	1.0		0.0	0 112	9
1,602 16.0 718 26.3 101	401-820	9,593	25.4	2,463	12.4	1,664	36.7	3.401			31.6	97	24.
Core 6,811 18.1 5;033 25.4 281 5.8 835 8.3 574 20.9 88 8 1 2,741 20.9 88 8 1 2,741 20.9 88 8 1 2,741 20.9 88 8 1 2,741 20.9 88 8 1 2,741 20.9 80 80 80 80 80 80 80 80 80 80 80 80 80	621-990	12,113	32.1	40,0	5	258	11.6	1,602			26.3	101	23.
37,744 19,820 4,799 9,986 2,741 398 score 960 1,030 840 680 990 990 or Hore 10 0.0 1 0.0 4 0.1 4 0.1 1 0.0 990 or Hore 10 0.0 4 0.1 4 0.1 1 0.0 990 4,293 13.3 1,039 5.9 992 34.7 1,816 23.8 3.6 9.6 80 7,796 24.1 3,465 19.7 896 31.4 2,518 33.0 82.6 9.6 88 9 9,209 28.5 19.7 896 31.4 2,518 33.0 89.5 22.0 992 24.6 992 24.0 98 9 9 1,413 18.5 1,451 42.7 145 10 1,7015 2,858 1,627 42.7 411 10 13,	991-1140	6.811	18.1	5.033	25.4	281	5.8	835	8.3	574	20.9	88	22.
score 960 1,030 840 860 950		37,744		19,820		4,799		986,6		2,741		308	
OF MOTE 10 0.0 4 0.1 4 0.1 1 0.0 0 4,293 13.3 1,039 5.9 992 34.7 1,816 23.8 366 9.6 80 7,796 24.1 3,465 19.7 89 21.7 88 9,209 28.5 5,612 31.8 628 22.0 1,879 24.6 992 26.0 98 10,213 34.1 7,498 42.6 338 11.8 1,413 18.5 1,627 42.7 145 10 11,021 34.1 7,630 3,815 411 411		096		1,030		840		860		28		286	
10 0.0 1 0.0 4 0.1 4 0.1 1 0.0 0 4,293 13.3 1,039 5.9 992 34.7 1,816 23.8 366 9.6 80 7,796 24.1 3,465 19.7 896 31.4 2,518 33.0 89.2 21.7 88 9 20.9 28.5 5,612 31.8 22.0 1,879 24.6 992 26.0 98 10 11,627 42.6 338 11.8 1,413 18.5 1,627 42.7 411 32,329 17,615 2,858 2,838 7,630 3,815 4.11													
4,293 13.3 1,039 5.9 992 34.7 1,816 23.8 366 9.6 80 7,796 24.1 3,465 19.7 896 31.4 2,518 33.0 829 21.7 88 0 9,209 28.5 5,612 31.8 628 22.0 1,879 24.6 992 26.0 98 00 11,021 34.1 7,498 42.6 338 11.8 1,413 18.5 1,627 42.7 145 32,329 17,615 2,858 7,630 3,815		10	0.0	-	0.0	4	0.1	4	0.1	-	0.0	0 8	o s
7,796 24.1 3,465 19.7 890 51.4 2,510 55.0 52.7 21.7 59.0 59.0 59.0 59.2 5.612 31.8 5.8 12.0 1,613 18.5 1,627 42.7 145 0.0 32.329 17.615 2.858 7,630 3.815 17.615 7.630	401-820	4,293	13.3	1,039	e. (992	34.7	1,816	23.8	989	o	2 ex	25
9,209 28.5 J. 7,498 42.6 338 11.8 1,413 18.5 1,627 42.7 145 32.32 32.32 17,615 2,858 2,858 7,630 3,815 411	821-990	7,796	24.1	3,465	19.7	896	31.4	1,879	24.6	992	26.0	. e	23.8
32,229 17,615 2,858 7,630 3,815	991-1140	9,209	34.1	7,698	42.6	338	11.8	1,413	18.5	1,627	42.7	145	35
	2007-1117	32,329	!	17,615		2,858		7,630		3,815		411	

Number Rember R	Number N	ACT // SAT SCOTE by	Total	ᇽ	Anglo	Jo	Black	ick	Riep	Hispanic	៩	Other	Stim Not Re	Sthmicity Not Reported
Column C	15	ears or atural Science	Rumber	ĸ	Rumber	×	Rumber	ĸ	Rumber	*	Rumber	ĸ	Rumber	ĸ
15	Secretary Secr					æ	etropolitan :	luburban						
15	Colored Colo	į					•							
100 100	100 100		•	•	•	•	•	•	•	•	•	•	•	•
10 10 10 10 10 10 10 10	Secretary Secr	0-400	9	9.0	- •		ې. د		> <u>*</u>		?	•	- (9 6
Secret 151 1	191 27.7 156 191 27.7 156 191 27.7 156 191 27.7 156 191 27.7 156 191 27.7 156 191 27.7 156 191 27.7 156 191 27.7 156 191 27.7 156 191 27.7 156 191 27.5 27.5 2	401-820	161	21.5	, <u>,</u>		P =	92.9	3 2	0.07	3 5		-	
Secretary Secr	191 191	821-990 1	7	· · · ·	7/1	7.55	3 5		7 :	7.60	3 3	•	- •	2 6
1, 100 1	The color of the	991-1140	161	7:	6	90.0	> ≺	7.5	7 -	21.5	1 2	12.9	-	
100 100	Scores 970 990 815 990	1141-1600	139	/-81	25	7.01	. 2	•	` y	6.21		777	4 6	
Secretary Secr	Colored Colo	dedien Score	970		066		815		930		940		1,100	
1,000 0,00	Secretary Secr	5-1 Year												
130 46.7 122 41.5 55 77.5 15 50.0 10 35.3 1	100 100		<	•	c	0	•	0.0	c	0.0	c	0.0	•	0.0
136 332 3 32 3 12 3 16 23 5 12 10 10 10 10 10 10 10 10 10 10 10 10 10	136 32.2 95 32.3 16 23.5 12 40.0 24.8 6.8 2.94 8.8 6.8 3.0 1.2 40.0 25.9 6.8 2.94 8.8 6.8 3.0 1.3 25.9 6.8 2.94 8.8 6.8 3.0 1.3 25.9 2.94 8.8 6.8 3.0 1.3 25.9 2.94 8.8 6.8 3.0 1.3 25.9 2.94 8.9 8.7 6.8 3.0 25.9 2.94 2.94 3.1 3.1 25.9 2.94 2.94 3.1 3.1 25.9 2.94 2.94 3.1 3.1 25.9 2.94 2.94 3.1 3.1 25.9 2.94 2.94 3.1 25.9 2.94 2.94 3.1 25.9 2.94 2.94 3.1 25.9 2.94 2.94 3.1 25.9 2.94 2.94 3.1 25.9 2.94 2.94 3.1 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 2.94 2.94 25.9 25.9 2.94	201-620	9	66.7	122	41.5	. S.	73.5	. 21	50.0	9	32.3	•	60.0
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	Secretary Secr	121-990	138	32.2	8	32.3	9	23.5	12	40.0	3	45.2		20.0
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2,053 28.9 973 19.9 252 53.8 702 50.3 88 34.1 38 2,429 34.2 1,703 34.9 158 33.8 702 50.3 88 34.1 38 2,429 34.2 1,703 34.9 158 33.8 457 32.7 90 34.9 21 1,638 23.1 1,378 28.2 39 8.3 11.0 53 20.5 115 90 34.9 21 21 20.5 115 34.9 20.5 115 34.9 20.5 115 34.9 20.5 115 90 34.9 20.5 115 90 34.9 20.5 115 90 34.9 20.5 115 90 34.9 20.5 115 115 115 20.5 115 115 115 115 115 115 115 115 115 115 115 115 115 115 115 <td< td=""><td>Median Score</td><td>820</td><td></td><td>860</td><td></td><td>720</td><td></td><td>927</td><td></td><td>830</td><td></td><td>0</td><td></td></td<>	Median Score	820		860		720		927		830		0	
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1,638 23.1 1,578 28.2 39 8.3 11.0 53 20.5 15 15 15 15 15 15 15	821-950	2,429	34.2	Ξ,	34.9	158	33.8	457	32.7	9	34.9	21	23
OF 576 13.8 833 17.0 18 3.9 82 5.9 27 10.5 10 10.5 10 27.3 26 11.5 11 10.5 </td <td>991-1140</td> <td>1,638</td> <td>23.1</td> <td>٦,</td> <td>28.2</td> <td>30</td> <td>e .</td> <td>153</td> <td>11.0</td> <td>នូវ</td> <td>20.5</td> <td>a:</td> <td>9:</td>	991-1140	1,638	23.1	٦,	28.2	30	e .	153	11.0	នូវ	20.5	a :	9:
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1,554 27.8 1,554 32.2 26 11.9 167 14.4 80 27.3 27 27 27.5 27 27 27 27 27 27 27 27 27 27 27 27 27	821-990	1,553	70.1	966		2 2	0,7-	890	0.50	2	27.3	2 %	32
5,954 4,201 218 1,162 293 80 1,040 1,070 900 910 1,030 1,080	991-1140	1,913	27.8	1.354	32.2	7	11.9	167	14.4	8	27.3	27	33.8
1,040 1,070 900 910 1,030 1,		5,954		4,201		218		1,162		293		80	
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ACT**/SAT Score by	Total	ם	Ang	Anglo	Black	ck	Ris	Rispanic	9	Other	Rthnicity Not Reported	city
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.5-2 Tears 0-400 401-820 821-990 991-1140 1141-1600 R-Hedlan Score	693 693 1158 1,382 1,382	50.0 32.0 11.0 6.4	270 297 297 118 756 870	0 8 8 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	178 45 45 10 233 740	0 4 8 8 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	200 76 76 18 10 304	0 20 20 20 20 20 20 20 20 20 20 20 20 20	330 203 663 8154	0.0 51.6 12.5 4.7	0 12 4 4 1 1 1 820	0.0 57.1 19.1 4.7
2.5-3 Tears 0-40 401-820 821-990 1141-1600 Refrances	979 1,369 852 831 3,731 930	26.0 22.0 22.0 14.2	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	0.0 17.9 36.5 27.1 18.5	200 150 150 150 150 825	0.00 8.7.50 8.7.50	285 255 107 107 864	0.0 41.7 36.6 15.6 6.1	81 81 86 83 83 83 85 85	22.0 37.2 13.9 13.9 13.9	0 117 15 4 4 4 910	0.0 3.9 5.0 16.9 6.0 6.0
3.5 Teare or More 0-400 401-820 821-990 991-1140 1141-1600 Hedian Score	406 855 937 908 1,06	0 13.1 30.2 29.2 29.2	162 162 515 717 693 2,087 1,070	3 2 4 7 7 0 0 3 3 4 4 7 7 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	8 2 2 3 5 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	32.7 237.7 8.8 8.8	118 157 157 74 743 940	26.5 235.4 21.2 2.12 7.7	0 31 77 77 103 1,060	0.0 11.3 28.0 23.3 37.4	0 10 8 8 15 41 1,060	0.0 1.95.4 1.95.5 36.6 36.6

*Values may not sum to state total due to missing values for some variables for some cases. *AcT Scores are adjusted to SAT Stendard

Table 45: Number* and Percent of Students in Texas by ACT*/SAT Combined Score by Tears of Natural Sciences Completed, Race/Ethnicity and Economic Region, 1995-96

The state of the s

ACT**/SAT	Total	a	Anglo	ឧ	Black	ick Ick	His	Hispanic	OF.	Orher	Ethnicity Not Reported	city
Years of Natural Science	Number	*	Rumber	*	Number	ĸ	Rumber	*	Number	ĸ	Number	*
			:		High Plains	•						
None 0-400 401-820 821-990 991-1140 1141-1600 Median Score	22 52 31 16 129 930	0.8 22.5 40.9 24.0	23 23 23 812 812 95 95 95 95 95 95 95 95 95 95 95 95 95	0.0 14.1 44.7 27.1	# 04₩≒0₩0	50.0 37.5 0.0	2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	4 8 8 2 8 2 8 2 8 2 8 2 8 2 8 2 8 2 8 2	9 10 5 5 5 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	20000	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	50.0
0.5-1 Tear 0-400 0-400 821-990 991-1140 1141-1600 N°- Median Score	83 83 7 7 9 154 820	8.8.8. 8.1.8.8.	4 4 8 6 4 1 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	0 4 8 0 4 8 8 0 4 8 8 8	720	77.8 22.2 0.0 0.0	22 7 7 1 1 1 7 20 7	227.0 22.6 3.2 0	0440⊣@0	0.0 30.0 37.5 12.5	8 8 8 8 8	0.0 0.0 0.0 0.0
1.5-2 Teare 0-400 401-820 821-990 991-1140 1141-1600 N= Median Score	411. 277. 127 90 905	0.0 45.4 10.0 10.0	234 213 213 105 80 632 910	33.7 33.7 16.6 12.7	45 14 1 1 1 1 770	0.0 71.2 7.22 4.36 8	00 40 14 168 785	0 4 4 4 8 4 0 4 8 4 0	0 4 e e e e e e e e e e e e e e e e e e	0.0 46.6 30.0 16.7 6.7	0 2 11 12 820	0.0 75.0 8.3 16.7
2.5-3 Tents 0-400 0-400 821-990 991-1140 1141-1600 Wedian Score	598 919 772 508 2,797	0.0 21.4 32.9 27.6 18.1	0 343 694 675 451 1,010	0.0 15.9 31.2 20.9	57 33 6 6 101 810	0.38 0.38 4.7.00 6.00	168 133 62 330 393 860	0.0 33.8 15.8 7.6	0 18 1 2 2 4 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	0.0 18.4 46.9 12.2 12.2	0 13 10 10 42 910	0.0 28.6 30.9 16.7 23.8
3.5 Tears or More 40.400 401-820 821.990 991-1140 1141-1600 N= Median Score	248 226 526 716 641 2,131	0.0 11.6 24.7 33.6 30.1	124 367 387 587 524 1,602	0.0 7.7 23.0 36.6 32.7	27 21 21 86 86 86	0 4 4 4 0 6 6 6 6 0 6 6 6 6	0 81 95 71 71 45 910	0.0 27.8 32.5 24.3 15.4	0 14 35 40 56 145 1,070	0.0 9.7 24.1 27.6 38.6	0 2 8 9 11 11 30 1,100	0.0 6.7 26.7 30.0 36.6



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10	0-400 401-820 821-990 991-1140 1141-1600 Median Score 25-1 Year												
Secretary Secr	401-820 821-990 991-1140 1141-1600 Median Score 5-1 Yeax	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
Secretary Secr	821-330 991-1140 1141-1600 R= Median Score 5-1 Year	9 6	35.6		30.1	5 1	15.9	n •	17.5	n ≪	23.1 61.5	o c	0 0
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Secret S	401-820	53	0.09	4	58.2	<	80.0	•	100.0	0	0.0	0	0
Secret S	821-990	78	30.1	ន	29.1	۰.	0.0	0	0.0	ĸ.	83.3	0	•
Secore 820	991-1140	s o <	o. •	•	o - ,	→ C	20.0	9 0	9.0	- ←	10.0	o c	0 0
Secret S20	1141-1600	* e	?	7 62	;	'n	?	m	?	•	?	•	•
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Correction	S.2 Tears												
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Secretary Secr	3-400 501-820	241	4.04	191	34.9	31	79.5	38	55.0) II	39.3	'n	55.0
Secretary Secr	121-990	217	36.3	180	39.1	•	15.4	81	30.0	=	39.3	7	77
Score S97 Sec Se	91-1140	60 G	14.9	2:	16.5	N (۰ ،	11.7	m e	10.7	1	===
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A	5-3 Tears												
443 21.9 310 18.6 47 52.2 53 33.1 28 34.2 5 712 35.2 590 35.4 24 26.7 60 37.5 28 34.2 10 51 25.4 449 27.0 12 13.3 10.6 82 34.2 10 50 2,024 1,665 90 7 7.8 17 10.6 82 27 6 8core 970 820 820 820 820 890 890 990 97 0.0 <	-400	0	0.0	•	0.0	•	0.0	0	0.0	0	0.0	0	ö
712 35.2 590 35.4 24 26.7 00 57.5 28 34.2 10 515 25.4 449 27.0 12 13.3 30 18.8 18 21.9 6 50 354 17.5 316 19.0 7 7.8 17 10.6 82 3.7 6 50 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 130 8.9 98 7.9 9 29.0 13 12.9 7 10.0 3 50 501 34.3 25.6 3 3 34.6 22.3 31.4 3 10 501 34.3 34.6 35.8 31.4 31.2 10.1 10.1 10.1 10.1 10.1 10.1 10.1 1	101-820	443	21.9	310	18.6	47	52.2	53	33.1	78	34.2	so :	28.5
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	Name	ACT**/SAT Score by	Tot	Total	Anglo	ا ع	Black	ğ K	Hispanic	ante	Other	i i	Ethnicity Not Reported	city
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1	Column C						Metrople	Ħ						
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050 060 720 820 875 860 07 23.5 0.0 0.0 2 0.5 0.0 0.0 0.0 0 0.0 0 <t< td=""><td>2 0.1 607 23.5 847 32.7 723 27.9 408 15.8 2,587 15.8 2,587 2.587</td><td>695</td><td></td><td>881</td><td></td><td>31</td><td></td><td>34</td><td></td><td>ន</td><td></td></t<>	2 0.1 607 23.5 847 32.7 723 27.9 408 15.8 2,587 15.8 2,587 2.587	695		881		31		34		ន	
2 0.1 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	2 0.1 607 23.5 847 32.7 723 27.9 408 15.8 2,587 27.9 7 More	860	•	720		8 20		873		9	
2, 51, 50, 10, 50, 50, 50, 50, 50, 50, 50, 50, 50, 5	2 0.1 607 23.5 847 32.7 723 27.9 408 15.8 2,587 2.587 2.587 2.587										
607 23.5 353 17.6 191 50.9 23 29.1 24 29.6 16 847 32.7 661 33.0 124 33.1 25 31.6 23 28.4 14 0 408 15.8 365 13.2 21 5.6 9 11.4 8 9.9 12 icore 980 15.8 18.2 21 5.6 9 11.4 8 9.9 47 icore 980 18.2 21 5.6 9 11.4 8 9.9 9 9 or More 980 820 820 920 940 910 910 9 <t< td=""><td>2 2.1 607 23.5 847 32.7 723 27.9 10 2.587 15.8 core 980</td><td></td><td></td><td></td><td>9.6</td><td>c</td><td>0.0</td><td>0</td><td>0.0</td><td>0</td><td>0</td></t<>	2 2.1 607 23.5 847 32.7 723 27.9 10 2.587 15.8 core 980				9 .6	c	0.0	0	0.0	0	0
607 2.5.7 651 35.0 124 33.1 25 31.6 23 28.4 14 723 27.7 651 35.0 124 33.1 25 31.6 23 28.4 14 10 408 15.8 365 18.2 21 5.6 9 11.4 8 9.9 26 32.1 12 47 corr 408 15.8 375 375 375 375 370 9	60/ 23.7 847 32.7 10 723 27.9 10 408 15.8 10 2,587 10 6076 980				9) (29.1	24	29.6	16	34.
12 12 12 12 12 12 12 12	04/ 52./ 723 27.9 10 408 15.8 15.8 15.8 15.8 15.8 15.8 15.8 15.8 15.8 15.8 16.7 16.					12	31.6	ឌ	28.4	14	29.8
1, 1, 2, 3, 1, 3, 3, 5, 18.2	/2 2/27 /0 408 15.8 /core 980 or More		٠		0	22	27.9	79	32.1	12	25
CCOTE 2,587 2,005 375 79 81 47 CCOTE 980 920 920 940 910 OCT MOTE 0 0.0	2,587 2,587 500				9.9	•	11.4	•	6.6	s	9.01
Core 2,287 2,980 990 820 920 940 910 OF More OF Mor	COTE 980 OT MOTE OF MOTE	9 6				79		81		47	
Or More 0 </td <td>core or More</td> <td>•</td> <td></td> <td>20</td> <td></td> <td>920</td> <td></td> <td>940</td> <td></td> <td>910</td> <td></td>	core or More	•		20		920		940		910	
Or More 0 0.0 0 0.0 0 0.0 <			•	ł							
0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.											
213 10.1 112 6.5 69 36.1 13 21.0 14 15.2 5 69 36.1 13 21.0 14 15.2 5 69 36.1 13 21.0 14 15.2 5 69 23.2 37.2 23 27.1 23 25.0 9 741 35.2 646 37.3 47 24.6 16 25.8 27 29.4 5 662 31.5 595 34.4 19 10.0 10.16.1 28 30.4 10 29.105					0.0	0	0.0	0	0.0	•	0.0
213 101 23 25.0 9 489 23.2 376 21.8 56 29.3 23 37.1 23 25.0 9 741 35.2 646 37.3 47 24.6 16 25.8 27 29.4 5 662 31.5 595 34.4 19 10.0 10.16.1 28 30.4 10 2.105 1.731 191 191 62					9	13	21.0	14	15.2	•	17.2
741 35.2 646 37.3 47 24.6 16 25.8 27 29.4 5 662 31.5 595 34.4 19 10.0 10 16.1 28 30.4 10 2.105 2.105 1.731 191 62 62 25.8 52.4 29	213				6	ឧ	37.1	ឧ	25.0	•	31.1
662 31.5 595 34.4 19 10.0 10 16.1 28 30.4 10 2.105 1.731 191 62 62 92 29	767				9.4	16	25.8	27	29.4	'n	17.2
2.105 1.731 191 62 92	747				0.0	9	16.1	28	30.4	9	34
	2,105	.731		161		62		92		53	

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ACT** /SAT Score by	Total	4	Anglo	9	Black		Hispanic	nate	Other		Rthnicity Not Reported	city	
Years of Natural Science	Number	*	Number	*	Number	н	Number	*	Rumber	*	Number	*	
					Southeast Texas	. exa							
700	c	0.0	0	0.0	0	0.0	0	0.0	•	0.0	•	0.0	
A01-820	131	38.7	4	24.6	54	59.3	20	57.1	91	34.8	0	0.0	
821-990	801	31.9	54	32.3	29	31.9	9	28.6	21 .	32.6	0 (0.0	
991-1140	69	20.3	8	29.9	•		∢ -	11.4	о ч	9.6	o c	0 0	
1141-1600		9.1	2 5	13.2	6	7.7	1 SE	6.7	• •		•	:	
Median Score	088		970		790		910		068		ł		
0.5-1 Tear													
0-400	-	0.5	•	0.0	-	1.3	0	0.0	0	0.0	0	0.0	
401-820	109	54.8	78	32.2	57	74.0	21.	0.00	9	58.8 20.4	7 -	73.7	
821-990	9 -	33.2	; =	12.6	7	2.6	n 0	0	, e	11.8	0	0.0	
1141-1600	3 ~		<u>'</u>	.1	-	1.3	0	0.0	0 ;	0.0	0 (0.0	
	199		87		7		ដ	•	71,		m (4		
Median Score	9 50		068		05/		06/		8		8		
1.5-2 Tears													
0-400	0	0.0	0	0.0	•	0.0	•	0.0	0	0.0	0	0.0	
401-820	516	50.5	198	36.3	215	76.8	9 :	52.6	4 6 6 6	51.3	m -	75.0	•
821-990	339	33.2	219	1.01		18.9	4	ָ פּי פּי	7 2 2	15.4	4 0	90	
991-1140	717	4·11	*	7.5	:-	. 4.	• •		4	5.1	0	0.0	
- T-	1,022	}	346		280		114		78		4		
Median Score	820		870		730		810		920		6		
2.5-3 Tears													
0-400	0	0.0	0	0.0	•	0.0	•	0.0	0	0.0	0	0.0	
401-820	754	25.9	305	17.2	299	50.4	66.	32.6	4.0	22.3	m C	900	
821-990	1,135	39.1	469	39.1	232	39.1	817	97.4	7 6	26.0	o 6	20.0	
991-1140	627	21.6	403	17.6	Ç. 81	2.5	7	8.4.4	9 6	14.1	ıw	20.0	
1141-1600	2.905		1,775		593	!	285		242		9		
Median Score	930				820		880		955		1,155		
3.5 IERTS OF MOKE	•	•	c	c	c	0	o	0.0	•	0.0	•	0.0	
401-820	328	13.5	132	8.5	129	33.9	29	15.3	35	11.1	· en i	21.4	
821-990	722	29.3	416	26.7	139	36.5	23	26.5	8 6 8 5	26.8	v v	35.7	
991-1140	707	28.8	201 210	32.7	8 4	6.6	2 8	20.0	118	37.2	1 4	28.6	
	2,461		1,559		381		190		317		14		
Median Score	1,030	:	1,060		980		086		1,0/0		066		

Table 45, continued

Section Percent Section Sect	Score by	Total	7	Anglo	e l	Black	ick	Hispanic	inte	Other	1	Not Reported	Porte
Control Cont	Tears of Natural Science	Number	H	Rumber	ĸ	Rumber	×	Number	ĸ	Rumber	ĸ	Number	*
Column C			<u> </u>			Oulf Cos	ı ı						
Color	•												
299 227 218	: :	c	•	•	0.0	0	0.0	0	0.0	, °	0.0	0	0.0
115 115	01-820	279	28.2	7.	15.4	8	50.7	53	40.5	72	30.7	m	75.0
154 154 154 159 20.0 18 11.4 12 16.8 57 15.7 0	21-000	330	33.4	156	33.9	26	35.4	94	35.1	17	30.2	-	ี ถู
1,	01-1140	215	21.8		30.0	18	11.4	22	16.8	37	15.7	•	0.0
1,000 1,00	141-1600	164	16.6	95	20.7	∢	2.5	9	7.6	SS ;	23.4	0	0.
1,000 0,00		886				158		131		235		744	
1,	edian Score	935		•		078		8		2		?	
The control of the co	-1 Year												
1925 33.5 94 35.4 147 72.8 55 59.6 21 24.4 4 4 72.8 25 27.2 21 24.4 4 4 72.8 25 27.2 21 24.4 4 5 5 5 5 5 5 5 5	8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.
The state of the control of the cont	01-820	325	53.5	88	36.4	147	72.8	ន	89.8	3	48.4	∢ (57.1
of All 11 38 15.7 2 15.9 3 3.2 64 0.0 1 of Of All 12 222 8.2 1.0 92 3.5 64 0.0 0 <td>21-990</td> <td>189</td> <td>31.1</td> <td>8</td> <td>39.7</td> <td>\$4</td> <td>22.3</td> <td>3 °</td> <td>2/.2</td> <td>17</td> <td>32.8</td> <td>N C</td> <td>20.0</td>	21-990	189	31.1	8	39.7	\$4	22.3	3 °	2/.2	17	32.8	N C	20.0
1, 0.0 0	91-1140	67	11.1	B C	15.7	8 64	1.0	N M	, c	10	0	• ⊶	14.3
1	141-1600	607	;	242	;	202) 	92		64		7	
1,554 41.5 56 22.8 586 63.1 333 53.4 190 61.0 0.0	edian Score	820		980	:	730		077		840		820	
1,664 41.5 565 28.3 558 63.1 191 191 190 0.0									٠				
1,604 41.5 555 28.3 558 63.1 333 35.4 110 41.3 118 119	007	•	0.1	0	0.0	'n	9.0	0	0.0	•	0.0	0	0:0
1,251 32.3 705 35.3 240 27.1 131 30.0 59 17.1 17.1 17.2	-820	1,604	41.5	565	28.3	558	63.1	333	53.4	130	41.3	81 :	36.0
646 16.7 46.2 16.7 46.2	21-990	1,251	32.3	205	35.3	240	27.1	191 25	30.6	8 Y	31.1	` *	12.0
3,868 1,995 884 624 315 50 ore 360 1,995 884 624 315 50 ore 360 0.0 0.0 0.0 0.0 0.0 0.0 2,552 20.1 2,57 12.6 818 43.3 527 30.8 220 17.5 4,157 32.8 2,5128 30.2 245 13.0 677 39.5 376 22.9 35 1,571 26.1 2,5128 30.2 245 13.0 677 39.5 376 22.9 35 1,2,669 7,694 1,333 7.0 1713 10.0 30.4 24.2 22.4 23 2,669 7,694 1,030 860 1,713 10.0 1,010 1,010 1,030 2,609 1,140 9.4 407 5.5 383 31.5 30.2 21.3 1,010 1,010 1,140 9.4 <	91-1140	646	16.7	4 60 4 60 4 60	13.1	31	. 61	ะม	0.4	22	10.2	• •	18.0
2 0.0 0 0.0	141-1600	3,868	:		:	884	}	624		315		20	
2,552 20.1 967 12.6 818 43.3 527 30.8 220 17.5 20 41.57 32.8 41.57 32.8 2.957 30.8 35.9 30.9 30.0 17.5 35.8 4 3.3 357 28.4 3.3 35.5 30.8 25.3 39.5 30.3 518 24.8 39.5 30.3 518 24.8 65.5 30.2 24.8 37.3 31.5 31.5 31.5 31.5 31.5 31.5 31.5 31	edian Score	960		920		07.		820		098		860	
2,552 20.1 967 12.6 818 43.3 527 30.8 220 17.5 20 4.157 32.8 2.376 30.9 693 36.7 677 39.5 376 22.9 35 35 35 35.7 677 39.5 376 22.9 35 35 35.1 12.669	-1 Years												
2,552 20.1 967 12.6 818 43.3 527 30.8 220 17.5 20 20 17.5 32.8 4,157 32.8 2,376 30.9 693 36.7 677 39.5 376 29.9 35 35 20.2 2,376 30.9 693 36.7 677 39.5 376 29.9 35 35 20.2 2,567 21.0 2,322 26.3 133 7.0 171 10.0 304 24.2 28.4 33 35 20.2 2,657 21.0 2,021 26.3 133 7.0 171 10.0 304 24.2 28.4 33 35 20.2 2.657 21.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	400	7	0.0	8	0.0	•	0.0	0	0.0	0	0.0	0	0.9
4,157 32.8 2,376 30.9 693 36.7 577 59.5 57 22.9 59.9 59.9 59.5 57 22.9 59.9 59.9 59.9 59.9 59.9 59.9 59.9	01-820	2,552	20.1		12.6	818	43.3	527	30.8	220	17.5	50	17.2
3,301 26.1 2,328 30.2 13.0 13.0 13.0 13.0 13.0 13.0 13.0 13.0	21-990	4,157	32.8	•	90.0	693	36.7	677	49.0	3/0	29.9		20.2
2,657 21.0 2,657 21.0 2,654 1,889 1,713 1,713 1,227 116 3core 12,669 1,030 660 1,713 1,217 116 0x Hore 1,000 0 0.0 0.0 0 0.0 1 1,010 1,030 0x Hore 1,140 9.4 407 5.5 35 29.2 213 16.2 145 6.9 20 2,619 21.6 1,409 19.2 383 31.5 396 30.2 404 19.4 27 2,619 21.6 1,409 19.2 31.5 396 30.2 404 19.4 27 3,650 30.2 2,388 32.5 308 25.3 397 30.3 518 24.8 65 3,650 38.8 3,139 42.8 1,216 14.0 14.0 14.0 15.1 2.085 15.1	91-1140	3,301	26.1	•	30.2	243	13.0	17.	10.01	406	24.2	28	24.1
12,669 1,030 1,0	141-1600	2,657	21.0		50.7	700	?	1 712	2	1.257		116	
OF Hore 1 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0		12,669				960		016		1.010		1,030	
OT. Morre 1,140 9.4 407 5.5 355 29.2 213 16.2 145 6.9 20 2,619 21.6 1,409 19.2 383 31.5 396 30.2 404 19.4 27 2,619 21.6 1,409 19.2 383 31.5 396 30.2 404 19.4 27 3 5,550 30.2 2,386 32.5 30 25.3 39 30.3 54.8 65 3 4,696 38.8 3,139 42.8 170 14.0 14.0 1,311 2,085 151 12,106 7,343 1,216 1,311 2,085 151	edian score	26		•			•	•		•		•	
10.0 0.0 <td></td>													
20 1,140 9.4 407 5.5 355 29.2 213 16.2 145 5.9 20 20 2,619 21.6 1,409 19.2 383 31.5 396 30.2 40.4 19.4 27 140 3.650 30.2 2,388 32.5 30 25.3 39 30.3 518 24.8 39 160 4,696 38.8 3,139 42.8 170 14.0 305 23.3 1,017 48.8 65 1600 4,696 38.8 7,343 1,216 1,40 1,311 2,085 151	-400	1	0.0	•	0.0	0	0.0	0	0.0	-	0.1	۰;	0
2,619 21.6 1,409 19.2 363 51.3 309 50.2 45.4 27.2 51.5 51.5 51.5 51.5 51.5 51.5 51.5 51	01-820	1,140	4.6		ຄຸ	355	29.2	213	16.2	145		20	
0 4,696 38.8 5,139 42.8 170 14.0 305 23.3 1,017 48.8 65 12,106 12,106 7,343 1,216 1,311 2,108 1,511	21-990	2,619	21.6	•	19.2	308	25.3	397	30.2	518	24.8	366	2
12,106 7,343 1,216 1,311 2,035	91-1140 141-1600	4.696	38.8	• •	42.8	170	14.0	305	23.3	1,017	48.8	\$9	43.0
		12,106	! !	•		1,216		1,311		2,085		151	



Total Anglo Black Hispanic	e Runber 2 Runber 2 Runber 2
ACT**/SAT Score by Tears of	Natural Science

Courted Figure	Number X Num	ACT**/SAT Score by Years of	ַבָּ 	Total	uV	Anglo	A	Black	His	Hispanic	8	Other	Sthmicity Not Reported	city
10 0.0	Control Texas 10	Science	Number	×	Number	*	Rumber	×	Number	*	Number	*	Number	*
10 20 20 20 20 20 20 20	10						Central 7	ezas						
10 24.6 10 10 10 10 10 10 10 1	10 26.6 20 20.0													
101 25.6 19 17.7 19 19 19 19 19 19 19 1	10 25		0	0.0	0 ;	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11 11 12 13 13 13 14 15 14 15 15 15 15 15	The control of the co	22	2	26.6	S !	17.7		55.0	=	25.6	81	33.3	0	0.0
1,	1,	06	121	31.8	==	34.8	Į,	28.4	91	37.2	=	20.4	•	0.0
1	1	0	= 1	21.3	22	23.5	6 0 (13.3	: i	52.6	o ;	16.7	-	20.0
11 22.2 69 41.7 66 66.8 11 2.7 0 0.0 0 0 0.0 0 0.0 0	1	0091	===	20.3	E C	24.0	7	3.3	n ;	11.6	9	29.6	-	50.0
1 0.4 0 0.0 0 0.0 1 2.7 0 0.0 0 0 0 0 0 0 0	1 2.4 0 0.0 0 0.0 1 2.7 0 0.0 0 0 0 0 0 0 0	Score	9 8 9 0 9 0		777 680		000		610		4 6 4 6		152	
1 0.4 0.0 0.0 0.0 0.0 1 2.7 0 0.0 0.0 0.0 1 2.7 0 0.	1 0.4 0.4 0.0		}				3		•		\		3	
14 52.2 6.1 6.1 6.0 6.0 1 4.7 6.0 6.0 1 4.7 6.0 6.0 1 4.7 6.0 6.0 1 4.7 6.0 6.0 6.0 1 4.7 6.0 6.0 6.0 1 4.7 6.0	14 52 2	PRI												
141 25.2 47 41.7 46 46.4 11 46.7 11 47.8 12 13 47.8 13 47.8 13 47.8 13 47.8 13 47.8 13 47.8 13 47.8	141 25.2 47 41.7 46 46.4 116 45.7 11 47.8 2 2 2 2 2 2 2 2 2		1	4.0		0.0	0	0.0	-	2.7	0	0.0	•	c
1	Ti 26.3 47 31.1 6 11.3 11 29.7 5 21.6 2 270 151 26.0 156.0 10.0 10.0 10.0 10.0 10.0 10.0 10.0 1	20	141	52.2		41.7	4	86.8	18	48.7	1	47.8	•	9.0
19	18	06	17	26.3	47	31.1	•	11.3	1	29.7	, ev	21.8	. ~	9 6
19 7.0 13 8.6 0 0.0 3 8.1 3 13.0 0 0.0 20	19	140	38	14.1	28	18.6	-	1.9	4	10.8	4	17.4	ı -	16.7
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Table

Secretaria Paraber T. Parabe	ACT / SAT Score by	Total	74	Anglo	10	J. B.	Black	Hispanic	nate	8	Other	Not R	Not Reported
Secret Total South Texas South	sare or htural Science	Rumber	ĸ	Rumber	ĸ	Rumber	ĸ	Rumber	ĸ	Rumber	ĸ	Number	×
Secretary Secr	-				i	South Tea	**						
134 13.0 1													
134 135 13 14.3 14.3 15 15 15 15 15 15 15 1	0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	•
Section 15.5 15.0 15.4 12.4 12.4 12.5 15.4 12.5 15.4 12.5 15.5	401-820	324	38.5	35	14.3	39	52.0	209	48.4	9	44.9	-	100.0
Secure S	821-990	295	35.0	8	38.4	24	32.0	153	35.4	24	27.0	0	•
Secret S	991-1140	154	18.3	77	31.4	21	13.3	54	12.5	13	14.6	0	0
Secret S	1141-1600	69	8.2	39	15.9	7	2.7	91	3.7	22	13.5	0	•
Secretary Secr	N= Median Score	8 42 880		245 990		75 820		432 840		8 8 9 0 9 0		600 600	
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Section Sect	#01-520	101	22.2	5	34.7	, «	20.5	\$	17.4	'n	16.1	, m	16.7
Secret 10 6.8 1 2.6 0 0 0 1 1 1 1 1 1 1	991-1140	28	5.1	61	12.9	•	0.0	•	1.9	•	9.7	0	•
Secret 345	1141-1600	5 8	2.8	9	8.9	-	2.6	0	0.0	n ;	9.7	⊣ ;	8.8
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Colored Colo	fedian Score	740		820		727		780		2		689	
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2,156 57.0 392 34.0 146 65.5 1,479 69.0 95 50.0 44 2,156 26.1 406 35.2 66 26.9 146 51.6 59.0 95 50.0 44 3,780 10.4 212 18.6 19.7 70 170 170 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19.	400	•	0.2		0.0	-	4.0	7	0.3	0	0.0	0	0.0
988 26.1 406 35.2 60 26.9 466 21.6 5.9 26.3 6 26.3 6 27.0 9.0 26.3 9.0<	101-820	2,156	57.0	392	34.0	146	65.5	1,479	0.69	8	50.0	44	65.7
Section 10.4 12.2 13 14 15.2 15 15.0 15.	121-990	886	26.1	904	35.2	2:	20.9	9 5	0.12	2	20.3	۰.	
3,780 1,154 223 2,146 190 670 Score 805 1,154 223 2,146 190 670 20 6 0.1 0 0.0 0.0 0 0 4,271 35.5 6,01 0	91-1140	358	4. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6.	141	12.2	1 -	1.4	89	. 6	61	99	•	13.6
Score 805 910 770 </td <td></td> <td>3,780</td> <td>3</td> <td>1,154</td> <td>!</td> <td>223</td> <td></td> <td>2,146</td> <td>!</td> <td>190</td> <td></td> <td>67</td> <td></td>		3,780	3	1,154	!	223		2,146	!	190		67	
4,271 35.5 673 16.1 275 46.2 3,10 47.5 138 26.3 75 4,271 35.5 673 16.1 275 46.2 3,10 47.5 138 26.3 75 2,357 19.6 1,250 29.8 78 13.1 878 13.4 125 22.9 77 14.7	fedian Score	808		910		710		770		825		770	
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3,929 32.7 1,426 34.0 206 34.6 2,072 31.7 184 35.1 41 0 2,357 19.6 1,250 29.8 78 13.1 878 13.4 125 23.9 26 00 12,018 4,189 20.1 36 6,144 7.3 77 14.7 24 Score 900 840 840 840 930 860 Or More 2 0.0 0 0.0 0 0.0 0	101-820	4.271	35.5	673	16.1	275	46.2	3,110	47.5	138	26.3	75	45.2
2,357 19.6 1,250 29.8 78 13.1 878 13.4 125 23.9 26 12,018	821-990	3,929	32.7	1,426	34.0	50¢	34.6	2,072	31.7	184	35.1	41	24.7
1,455 12.1 840 20.1 36 6.1 478 7.3 77 14.7 24 Score 900 840 20.1 6,544 524 166 166 Score 900 840 840 930 860 166 860 166 860 166 860 166 860 166 860 166 860 166 860 166 860 1672 35 166 860 1672 35 166 860 1672 37 168 35 166 860 16.5 22.0 168 35 166 36 36 36 36 36 36 36 36 36 36 36 37 36 36 37 36 36 36 36 37 36 36 36 36 36 36 36 36 36 36 36 36 36 36 37 36	991-1140	2,357	19.6	1,250	29.8	28	13.1	878	13.4	27	23.9	5 26	5.6
Score 12,018 4,189 595 6,544 524 166 Score 900 840 840 930 860 Or More 2 0.0 0<	1141-1600	1,455	12.1	040	20.1	92	6.1	478	7.3	1	14.7	24	14.5
Score 900 840 840 840 860 860 OF HOTE 2 0.0 0 0.0 0 0.0 0	£	12,018		4,189		595		6,544		524		166	
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2,784 26.7 1,332 33.1 91 23.9 1,148 22.0 175 26.1 38 2,608 24.9 1,447 36.0 43 11.3 860 16.5 219 32.6 39 10,442 4,020 381 5.21 5.21 6.7 672 6.7 6.7 6.7 6.7 6.7 6.7 6.7 6.7 6.7 6.7	066-121	3,014	28.9	924	23.0	129	33.8	1,745	33.5	181	26.9	35	22.1
2,608 24.9 1,447 36.0 43 11.3 860 16.5 219 32.6 39	91-1140	2,784	26.7	•	33.1	91	23.9	1,148	22.0	175	26.1	38	24.1
10,442 4,020 381 5,211 672	1141-1600	2,608	24.9	•	36.0	43	11.3	860	16.5	219	32.6	39	24.7
	£	10,442		•		381		5.211		672		۵.	

	Number X Num	Number X Number N	Number X Num	ACT**/SAT Score by	Total	대		Anglo	æ	Black	Bie	Hispanic	ಕ	Other	Eth Not F	Ethnicity Not Reported
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Score 990 1,010 860 910 920 1,3 Or Hore 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.	Score 990 1,010 860 910 980 13 Or Hore 0 0.0 0.0 0	Score 990 1,010 860 910 Or Nore 0 0.0 0 0.0 0 0.0 0 0.0 110 9.0 61 6.7 5 20.9 32 15.5 290 23.6 194 21.3 8 33.3 71 34.5 50 28.6 194 21.3 8 33.3 71 34.5 50 28.6 19.0 1.229 910 2.4	Score 990 1,010 860 910 980 913 Or More 0 0.0 0 0.0 0.0 0.0 990 110 9.0 61 6.7 5 20.9 32 15.5 10 13.9 2 10 9.0 61 6.7 5 20.9 32 15.5 10 13.9 2 110 413 33.6 316 21.3 8 33.3 71 34.5 13 18.0 4 10 418 33.6 31.6 9 37.5 28.5 28.6 20.2 27.8 7 10 416 33.8 33.7 37.0 2 8.3 44 21.4 29 40.3 4 10 1,229 910 24 21.4 21.4 21.4 27 4 17 10 1,070 1,100 990 995 1,092 1,100 <td></td> <td>1,625</td> <td>2.7</td> <td></td> <td>19.5</td> <td>v &</td> <td>۴:/</td> <td>303</td> <td>0.6</td> <td>21 5</td> <td>20.0</td> <td>~ ;</td> <td>15.4</td>		1,625	2.7		19.5	v &	۴:/	303	0.6	21 5	20.0	~ ;	15.4
Or More 0 0.0 0 0.0 0 0.0 0 110 9.0 61 6.7 5 20.9 32 15.5 10 13.9 2 290 23.6 194 21.3 8 33.3 71 34.5 13 18.0 4 31.6 31.6 31.6 35.0 9 37.5 59 28.6 20 27.8 7	Or More 0 0.0 0 0.0 0 0.0 <	OF More 0 0.0 0 0.0 0 110 9.0 61 6.7 5 20.9 32 15.5 290 23.6 194 21.3 8 33.3 71 34.5 0 413 33.6 318 35.0 9 37.5 59 28.6 10 416 33.8 33.7 37.0 2 8.3 44 21.4 1,229 910 76 36 31.6 31.6	OF More 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0	Median Score	066				860		910		80		980	
0 0.0 0.0 0.	0 0.0 0.0 0.0	0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0	0 0.0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.													
10 9.0 61 6.7 5 20.9 32 15.5 10 13.9 2 290 23.6 194 21.3 8 33.3 71 34.5 13 18.0 4 413 33.6 318 35.0 9 37.5 59 28.6 20 27.8 7	10 9.0 61 6.7 5 20.9 32 15.5 10 13.9 2 290 23.6 194 21.3 8 33.3 71 34.5 13 18.0 4 1 413 33.6 318 35.0 9 37.5 59 28.6 20 27.8 7 10 416 33.8 33.7 37.0 .2 8.3 44 21.4 29 40.3 4	110 9.0 61 6.7 5 20.9 32 15.5 290 23.6 194 21.3 8 33.3 71 34.5 10 413 33.8 33.0 9 37.5 59 28.6 10 416 33.8 33.7 37.0 7 8.3 74 21.4	10 9.0 61 6.7 5 20.9 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0 0.0 0		c	•	•	•	•	•		,				
290 23.6 194 21.3 8 33.3 71 34.5 13 18.0 4 4 3 33.6 31.6 35.0 9 37.5 59 28.6 20 27.8 7	290 23.6 194 21.3 8 33.3 71 34.5 13 18.0 4 4 21.4 29 40.3 4	290 23.6 194 21.3 8 33.3 71 34.5 413 33.6 318 35.0 9 37.5 59 28.6 10 416 33.8 33.7 37.0 2 8.3 44 21.4	290 23.6 194 21.3 8 33.3 71 34.5 18.0 4 413 33.6 318 35.0 9 37.5 59 28.6 20 27.8 7 10 416 33.8 33.7 37.0 2 8.3 44 21.4 29 40.3 4 1,229 910 24 24 21.4 29 40.3 4 1,070 1,100 990 995 1,092 1,100	401-820	110	0.0	9	0.0 •••	o va	0.0	٥ ي	o ř	٥	0.5	0 (0.0
413 33.6 318 35.0 9 37.5 59 28.6 20 27.8 7	1-140 413 33.6 318 35.0 9 37.5 59 28.6 20 27.8 7 1-1600 416 33.8 33.7 37.0 2 8.3 44 21.4 29 40.3 4	1-1140 413 33.6 318 35.0 9 37.5 59 28.6 11-1600 416 33.8 337 37.0 2 8.3 44 21.4 1.229 910 94	413 33.6 318 35.0 9 37.5 59 28.6 20 27.8 7 7 416 33.8 337 37.0 2 8.3 44 21.4 29 40.3 4 1.229 910 24 2.0 206 72 72 40.3 1,000 1,100 990 995 1,092 1,100	821-990	290	23.6	194	21.3	, «	33.3	77	34.5	2 5	13.9	N 4	11.8
	11-1000 416 33.8 337 37.0 .2 8.3 44 21.4 29 40.3 4	1.229 33.8 33.0 .2 8.3 44 21.4	$\begin{pmatrix} 416 & 33.8 & 337 & 37.0 & 2 & 8.3 & 44 & 21.4 & 29 & 40.3 & 4 \\ 1,229 & 910 & 24 & 206 & 72 & 72 & 17 \\ 1,070 & 1,100 & 990 & 995 & 1,092 & 1,100 \end{pmatrix}$	991-1140	413	33.6	318	35.0	6	37.5	59	28.6	2 2	27.8	. ~	2.14



Table 45, continued

Tears of Matural Science Mone	Total	ם	Anglo	lo	Black	8	Ete	Hispanic	Other	Jer.	Ethnicity Not Reported	city
ione	Number	×	Number	ĸ	Rumber	ĸ	Number	ĸ	Number	ĸ	Number	ĸ
900					Upper Rio Grande	ande						
								,	,	•	,	
40.4	٦5	4.0	o «	0.0	٥٢	63.6	78	9.0 51.0	0 6 0	34.8	00	00
821-990	23	32.9	. 2	42.8	· m	27.3	4	31.4	7	30.4	0	ö
991-1140	S	17.6	11.	31.4	C	٠.6	21	13.7	Φ.	26.1 8.7	00	o d
1141-1600 N= Median Score	222 840		35 930 930	ì	790	}	153 810		23 870		•	}
0.5-1 Tear												
0-400	٥;	0.0	•	0.0	۰ <	0.0	0 9	0.0	00	0.0	00	0.0
401-520 821-990	8 %	26.4	• ◆ •	30.00	r = 1	16.7	11	: :0:	· c	33.0	· (ខ្លី។
991-1140 1141-1600	o 6	6.6 7.0	n	35.4	5 4	16.7	90	, o.	70	0.0	00	•
N= Hedian Score	91 780		990		785		68 745		1,040		860	
1.5-2 Years												
0-400	1 290	0.2 51.3	- *	1.1 27.9	o <u>9</u>	0.0 57.2	22¢	55.0 58.8	o 53	0.0 48.7	0 W	71.4
821-990 991-1140	176	31.2	8 /:	38.4 19.8	0 10	32.1 10.7	124 39	30.6 9.6	9.€	25.7 20.5	0 7	28.0
1141-1600	62	. 5.1	===	12.8	0 60	0.0	16 605	4.0	2 8	5. 1	۰,	ö
Median Score	820	-	\$16		808		810		830		770	
2,5-3 Tears				·	,		•	•	•	•	•	•
0-400 401-820	982	37.5	° 8;	0.0 0.0 0.0 0.0	0 % ¢	65.1	813	0 4 4 0 4 4	° ខ្ល	20.0	21	6.6.4
821-990 991-1140	926 484	35.3 18.5	126	32.2	ţa,	15.6	. 582 . 582	14.5	343	: :::	r • 3 •	223
1141-1600	227	9.6	88 4 4 4 4	18.2	122	2.4	1.832	6.0	158	15.2	2 4	9
Median Score	088		1,000		840				950		840	
3.5 Tears or More												
0-400	7,7	1.0	۰,	0.0	0 ¥	0.0	365	0.2	0 [0.0	o v o	25.0
401-820 821-990	985	30.1	101	24.0	នន	23.0	415	32.5	9 2	29.0	45	16.7
991-1140 1141-1600	979 418	21.4	164	36.9	4	20.3		14.4	47	34.1	9	37.
N= N=41 = 0 00000	1,951		1.080		6 6 6 0 6 0 6 0		1,275 940		138		1,030	

*Values may not sum to state total due to missing values for some variables for some cases. **ACT Scores are adjusted to SAT Standard

ini General Tenenal

Table 46: Number* and Percent of Studente in Texas by ACI** Score, High School Course Description and Race/Ethnicity, 1995-96

The second of th

State A	ACT Score** by Righ School	Total	ᇃ	₩	Anglo	BI	Black	B3.07	Riepanic	8	Other	Ethn Not Re	Ethnicity Not Reported
Second Commercial Seco	Course	Number	H	Number	H	Number	ĸ	Number	ĸ	Number	ĸ	Number	H
1, 146 1													
1,146 25,4 25,4 25,5 35,1 359 73,7 44,6 44,6 1,146 24,7 24,4 35,4 35,1 35,9 35,1 35,9 35,1 35,9 35,1 35,9 35,1 35,9 35,1 35,9 35,1	0-400		0.2	0	0.0	0	0.0	4	0.7	c	0	c	c
1,100 2,11 2,47 244 33.5 15 15 16 16.8 13 15 15 15 15 15 15 15	401-820	1,146	55.4	276	35.1	359	73.7	424	68.6	. 05	44.6	37	58.7
	821-990	511	24.7	264	33.5	S	17.5	116	18.8	33	29.5	13	20.6
State	1141-1600	192	1 6 6	109	13.9	19 24	M 4	w e	80 K	S	11.6	60 4	12.7
1	-	2,067		787	:	487	;	618	:	112	?	۲,	
1,000 1,00	Median	820		910		770		770		860	,	820	
1,991 3,11 0 0.0	Vocational-Occupational												
1991 27.2 27.2 27.5 44.5 411 73.9 712 70.1 94 48.2	Courseworks												
100 1,000	0-400	m	0.1	0	0.0	0	0.0	2	. 0.2	c	0.0	_	-
140	401-820	1,991	57.2	225	44.5	411	73.9	712	70.1	46	48.2	49	58.4
1,000 335 9.0 228 13.4 7.0 4.7 5.6 5.5 12.8 13.9 1,000 337 9.0 228 13.4 256 1016 6.5 25 12.8 1,000 4,479 4.0 4.0 4.0 4.0 4.0 4.0 4.0 1,000 4,434 4.0 4.0 4.0 4.0 4.0 4.0 1,000 4,434 4.0 4.0 4.0 4.0 4.0 1,000 4,434 4.0 4.0 4.0 4.0 4.0 1,000 4,434 4.0 4.0 4.0 4.0 1,000 4,434 4.0 4.0 4.0 1,000 4,448 4.0 4.0 4.0 1,000 4,448 4.0 4.0 1,000 4,448 4.0 4.0 1,000 4,448 4.0 4.0 1,000 4,448 4.0 4.0 1,000 4,448 4.0 1,000 4,448 4.0 1,000 4,448 4.0 1,000 4,448 4.0 1,000 4,448 4.0 1,000 4,448 4.0 1,000 4,448 4.0 1,000 4,448 1,000 4,448 1,000 4,448 1,000 4,448 1,000 4,448 1,000 4,448 1,000 4,448 1,000 4,448 1,000 4,448 1,000 4,448 1,000 4,448 1,000	821-990	808	23.1	454	27.9	102	18.3	179	17.6	49	25.1	19	22.6
479 1,628 556 1,016 1,52 1,53 1,52 1,53 1,52 1,53 1,53 1,53 1,53 1,53 1,53 1,53 1,53 1,53 1,53 1,53 1,53 1,53 1,53 1,53 <th< td=""><td>1141-1600</td><td>335</td><td>9.6</td><td>218</td><td>13.4</td><td>7 17</td><td>4.</td><td>24</td><td>, ,</td><td>25</td><td>12.0</td><td>60 f</td><td>e e</td></th<>	1141-1600	335	9.6	218	13.4	7 17	4.	24	, ,	25	12.0	60 f	e e
Act Act		3,479		1,628		556	:	1,016	3	195	13:3	8	n.
Construction 23 0.1 4 0.0 11 0.4 6 0.1 2 0.1 Construction 6634 20.3 23.72 11.7 1,244 46.0 2,540 38.1 28.8 14.2 -90 6,3120 24.9 4,774 23.7 11.7 1,244 46.0 27.4 11,240 38.1 14.2 27.4 11,240 27.4 11,240 27.4 11,240 27.4 11,240 27.4 11,240 27.4 11,240 27.4 11,240 27.4 11,240 27.4 11,240 27.4 11,240 27.6 27.4 11,240 27.6 <th< td=""><td>Median</td><td>820</td><td></td><td>860</td><td></td><td>720</td><td></td><td>077</td><td></td><td>98</td><td></td><td>820</td><td></td></th<>	Median	820		860		720		077		98		820	
Real-Properations Care Preparations Respectations 23 0.1 4 0.0 11 0.4 6 0.1 2 0.1 000 6,634 20.3 23,72 11.7 1,244 46.0 2,540 38.1 28.1 519 25.6 -990 8,120 24.9 4,774 23.7 740 27.4 1,832 27.4 519 25.6 -1140 9,220 28.2 6,248 31.2 27.4 1,832 27.4 519 25.6 1-1600 31,634 26.2 6,218 31.2 27.0 12.1 1,633 15.8 25.6 1-1600 1,030 1,000 1,000 27.0 </td <td></td>													
color 23 0.1 4 0.0 11 0.4 6 0.1 2 0.1 -200 6,634 20.3 23,72 11.7 1,244 46.0 2,540 38.1 28 14.2 -200 8,120 24.9 4,774 23.7 740 27.4 1,832 27.4 519 25.6 -1140 9,120 24.9 6,286 31.2 1,040 18.6 59.9 27.4 519 25.6 1-1600 8,637 26.2 6,728 31.2 1,053 15.8 6,71 30.6 1-1600 1,030 1,066 1,065 1,060 <td>College Preparatory</td> <td></td>	College Preparatory												
100 0.6	CONTREMOTER												
## 1,244	0-400	ឧ	1.0	▼ ;	0.0	11	0.4	•	0.1	7	0.1	•	0.0
1400 9,120 24,2 4,74 23,7 740 27,4 1,832 27,4 519 25.6 1400 9,220 26,2 26,2 26,2 27,4 23,5 12,1 1,020 18.6 5,99 29.5 1400 8,637 26.5 6,288 31.2 2704 1,240 18.6 2,029 20.5 1500 18 0.1 2 0.0 5 0.4 9 0.2 1 0.1 1500 1,500 21.1 74 5.5 233 6.8 142 19.6 1400 1,665 12.8 1,130 21.1 70 3,448 7.0 107 14.8 1500 13,039 7,118 1,350 3,448 7.0 770 910 1600 13,039 7,118 1,350 3,448 7.0 910 1600 13,039 7,118 1,350 3,448 7.0 910 1600 13,039 7,118 1,350 3,448 7.0 910 1600 13,039 7,118 1,350 3,448 7.0 910 1600 13,039 7,118 7,18 7,18 7,18 7,18 7,18 7,1	401-820	6,634	20.3	23,72	11.7	1,244	46.0	2,540	38.1	288	14.2	190	17.8
1,240 1,240 18.6 599 29.5 1.5	821-990	8, 120 9, 230	24.9	4,774	23.7	740	27.4	1,832	27.4	519	25.6	255	23.9
Second S	1141-1600	8,637	26.5	6.288	31.2	383	12.1	1,240	9. v.	599	29.5	271	25.5
or General 1,030 1,060 1,060 or General 1,030 1,000 860 910 1,060 ework: 18 0.1 2 0.0 5 0.4 9 0.2 1 0.1 ework: 18 0.1 2 0.0 5 0.4 9 0.2 1 0.1 0.1 ework: 18 0.1 2 0.0 5 0.4 9 0.2 1 0.1 0.1 ework: 2 2 2 2 2 2 2 3 1 2 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 4 3 1 3 4 4 3 3 4 3 3 4 3 4 3 4 3 4 3 4 3 4 3 4 3 4		32,634		20,165		2704	:	6,671	2	2,029	2	1,065	32.8
or General or General 0.1 2 0.0 5 0.4 9 0.2 1 0.1 00 5,813 44.6 2,189 30.7 948 70.2 2,198 63.7 283 39.1 -990 3,522 27.0 2,235 31.4 250 18.5 768 22.3 191 26.4 -990 2,021 15.5 1,300 21.1 74 5.5 233 6.8 142 19.6 1-1600 15.65 12.8 1,192 16.8 1,350 3,48 7.0 10.7 14.8 1-1600 13,039 7,118 1,350 3,48 7.0 10.7 14.8 1an 860 910 770 770 770 910 770 11,753 3,060 1,	nec 1 m	1,030		1,060		098		016		1,060		1,060	
18 0.1 2 0.0 5 0.4 9 0.2 1 0.1 820 5,813 44.6 2,189 30.7 948 70.2 2,198 63.7 283 39.1 -90 3,522 27.0 2,235 31.4 250 18.5 768 22.3 191 26.4 1-1600 1,665 12.8 1,150 21.1 74 5.5 23.3 6.8 19.6 19.6 1-1600 1,665 12.8 1,192 16.8 73 5.4 24.3 7.0 10.7 14.8 1-1600 1,665 1,29 1,350 3,448 7.0 10.7 14.8 1an 860 910 770 770 910 910 51,219 29,698 5,097 11,753 3,060 1,	Other or General												
18 0.1 2 0.0 5 0.4 9 0.2 1 0.1 #820 5,813 44.6 2,189 30.7 948 70.2 2,198 63.7 283 39.1 -990 3,522 27.0 2,235 31.4 250 18.5 768 22.3 191 26.4 -1140 2,021 15.5 1,190 21.1 74 5.5 233 6.8 142 19.6 1-1600 1,660 1,192 16.8 73 5.4 243 7.0 107 14.8 1-3,039 7,118 1,350 3,448 770 910 770 1am 860 910 770 11,753 3,060 1,	COLLBEWOLK												
5.813 44.6 2,189 30.7 948 70.2 2,198 63.7 283 39.1 -990 3,522 27.0 2,235 31.4 250 18.5 768 22.3 191 26.4 -1140 2,021 15.5 15.90 21.1 74 5.5 233 6.8 142 19.6 1.600 1.665 12.8 1,192 16.8 73 5.4 248 724 Lan 860 910 770 11,753 3,060 1,	0-400	18	0:1	7	0.0	50	4.0	•	0.2	-	0.1	1	0.3
990 3,522 27.0 2,235 31.4 250 18.5 768 22.3 191 26.4 1140 25.021 15.5 11,500 21.1 74 5.5 233 6.8 142 19.6 1-1600 1.665 12.8 1,192 16.8 7.4 7.0 10.7 14.8 13.039 7.0 10.7 14.8 724 10.0 770 910 770 910 910 11,753 3,060 1.0	401-820	5,813	9.4	2,189	30.7	948	70.2	2,198	63.7	283	39.1	198	49.6
1-1600 1,665 12.8 1,192 16.8 73 5.4 5.3 6.8 142 19.6 13,039 7,118 1.350 3,448 7.0 107 14.8 Len 860 910 770 910 910 51,219 29,698 5,097 11,753 3,060 1,	821-990	3,522	27.0	2,235	31.4	250	18.5	768	22.3	161	26.4	78	19.6
13,039 7,118 1,350 3,448 724 14.8 Len 860 910 770 910 910 51,219 29,698 5,097 11,753 3,060 1,	1141-1600	1,665	. S. S.	1,100	16.8	* 5	, v	253	D (142	9.61	72	18:
Lan 860 910 770 770 910 510 510 51,219 29,698 5,097 11,753 3,060 1,		13,039	}	7,118		1,350		3,448	?	107	0.41	0 00	12.5
51,219 29,698 5,097 11,753 3,060	Median	860		910		077		770		910		860	
	Total	51,219		29,698		5,097		11,753		3.060		1.611	
			ı					•		•			

*Values may not sum to state total due to missing values for some variables for some cases.

"ACT Scores are adjusted to SAT Standard.

Table 47: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Participation Rate in Extracurricular Activities, and Race/Ethnicity, 1995-96

Extracurricular	1				WANT OF THE PERSON			arabanac			NOT N	not reported
Activity Participation	Mumber	ĸ	Runber	ĸ	Rember	×	Number	×	Number	ĸ	Number	H
None												
0-400	12	0.1	1	0.0	4	0.3	•	0.1	•	0.0	4	0.2
401-620	4,621	61.0	726	22.7	824	62.4	1,405	52.4	585	36.7	1,081	43.6
991-1140	1,889	16.7	1,133	26.1	~ e	Ç 9	256	5 - C	9 6	33./	986	23.7
1141-1600	1,124	10.0	444	13.9	27	. 0. 2	9	2.6	184	101) Q	9 4
N= Kedian Score	11,273 860		3,200 950	•	1,321 780		2,680		1,594		2,478	
Less then 10%												
0-400	14	0.0	-	0.0	8	0.1	01	0.1	-	0.0	•	
401-820	10,504	31.4	3,187	19.3	2,046	54.0	3,937	47.6	1,197	25.8	137	53.1
821-990	11,439	34.2	5,890	35.7	1,212	32.0	2,791	33.8	1,494	32.2	52	20.7
1141-1600	4.417	13.2	2.873	17.4	382	1.01	1,058	12.8	1,054	22.8	35	7.7
	33,460	!	16,511	•	3,788) •	8.268	;	4.635	7.61	25.5	14
Median Score	910		086		810		840		950		820	
10% to 25%								-				
907	•	•	•	6	:	•	•	•	•	•	•	
401-820	14.019	23.1	5.349	4.4	2.964	20.0	A. 732	0.5	7 90 7	1.01	2 2	0.5
621-990	17,646	29.0	10,538	28.3	1,833	30.9	3,901	31.4	1,174	27.0	200	24.0
991-1140	15,495	25.5 2.5	11,133	29.9	728	12.3	2,317	18.6	1,110	25.5	187	22.5
0091-1411	13,600	6.77	10,203	b./7	390	•	1,4/6	11.9	1,352	31.1	179	21.5
Median Score	066		1030		820		890		1,030		833 990	
26% to 99%												
90,	5	•	•	•	•	•	•	•	•	,		
401-820	4.850	13.6		7.0	1.272	38.4	1.412	0.0	1 748	0.	٥٠	0 9
821-990	8,440	23.6		21.5	1,058	31.9	1,762	30.8	533	17.7	120	20.9
991-1140	10,471	29.3	-	32.5	611	18.4	1,430	2	768	25.6	144	25.0
1141-1600	11,984	33.0	•	38.2	300	11:1	1,120	19.5	1,454	48.4	506	35.8
Median Score	1,060		1,100		880		980		1,140		1,060	
1001												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	•	0.0	0	0.0
401-820	7	23.3		0.00	0 0	0.0	<u>.</u>	100.0	0 (0.0	0	0.0
061-116	٧ -		٠ ,		> 6	•	> 0	•	.	0.0	-	0.001
1141-1600	4	16.7	0		-	100.00	> c		o c	0.001	0 0	0.0
£	•		8)	ı -		, -	?	•	;	-	•
Madten Some	925		795		1.320		240		1.060		1 0	



ACT*/SAT	Total	7	Anglo	9	Black	çk	Hispanic	nate	Other	91	Not Reported	ported
Score By Work Experience	Number	 *	Number	"	Number	*	Number	*	Number	H	Rumber	*
No Work Experience					<u> </u>							
0-600	23	0.0	-	0.0	7	0.1	2	0.1	-	0.1	4	0:1
401-800	16.143	24.0	4.017	12.0	3,371	47.6	5,767	37.5	1,800	20.5	1,188	45.4
000108	20,269	30.1	9,526	28.7	2,344	33.1	5,298	34.4	2,444	27.9	657	23.5
061-1160	16,115	24.0	9.928	30.0	959	13.5	2,800	18.2	1,947	22.1	481	17.2
041-146	14, 700	2.5	9.734	29.3	405	5.7	1,515	8.6	2,584	29.4	471	16.8
	67,259		33,206		7,086		15,390		8,776		2,801	
Median Score	980		1,040		830		880		1,010		980	
Have Work Experience												
0-400	41	0.1	•	0.0	21	0.2	15	0.1	m	0.1	7	0.1
401-820	17,853	24.1	7,059	15.1	3,735	51.4	5,720	41.7	939	19.5	400	29.8
821–990	20,885	28.2	13,065	27.8	2, 136	29.4	4,089	29.8	1,293	26.9	302	22.5
991-1140	18,827	25.4	14,137	30.2	851	11.7	2,275	16.6	1,275	26.5	289	21.5
1141-1600	16,417	22.2	12,621	26.9	528	7.3	1,622	11.8	1,295	2/.0	351	7.07
Ŀ	74,023		46,888		7,265		13,721		, 4 COS .		1,000	
Median Score	066		1,030		820		860		1,030		066	

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Table 49: Number and Percent of Persons in Texas Under Age 25 by Household Income and Race/Ethnicity, 1989

	Total		Anglo	0	Black	Ä	Hispanic	ntc	Other	er
Household Income	Number	**	Number	*	Number 2	×	Number	*	Number	ĸ
\$<12.675	1,555,690	23.4	520,495	15.0	327,263 37.2	37.2	677,139	31.4	30,793 19.6	19.6
\$12,675-\$19,013	812,577	12.2	311,887	0.6	119,844	13.6	364,263	16.9	16,583	10.6
\$19,014-\$25,350	765,512	11.5	349,636	10.1	102,452	11.6	296,381	13.8	17,043	10.9
\$25,351-\$34,999	976,892	14.7	520,160	15.0	116,406	13.2	319,143	14.8	21,183	13.5
\$35,000-\$49,999	1,150,092	17.3	714,662	20.7	116,344	13.2	291,302	13.5	27,784	17.7
\$50,000-\$74,999	897,999	13.5	642,555	18.6	76,008	8.6	154,531	7.2	24,905	15.9
875,000-899,999	275,833	4.1	217,127	6.3	16,711	1.9	32,773	1.5	9,222	5.9
\$100,000 and up	218,172	3.3	184,833	5.3	5,438	0.7	18,554	6.0	9,347	5.9

	Total	뎐	Anglo	•	Black	ck	Hispanic	nic	Other	er
Poverty Status	Number	*	Number	ĸ	Number	z.	Number	ĸ	Number	×
Total	6,446,695	100.0	3,340,195	100.0	841,830	100.0	2,113,539	100.0	151,131	100.0
Poverty & Below	1,580,663	24.5	419,969	12.6	319,222	37.9	812,599	38.5	28,873	19.1
101-149% Poverty	788,482	12.2	284,633	8.5	112,852	13.4	374,417	17.7	16,580	11.0
150-200% Poverty	773,081	12.0	353,662	. 10.6	105,272	12.5	294,479	13.9	19,668	13.0
201% and Over	3,304,469	51.3	2,281,931	68.3	304,484	36.2	632,044	29.9	86,010	56.9

Education	Total	_	Anglo	0	Black	ck	Hispanic	ıtc	Other	θĪ
Level of Parent	Rumber	*	Number	.	Number		Number	ы	Rumber	×
Total	5,186,650		2,633,555		643,599		1,787,155		122,341	
<pre><bigh graduate<="" pre="" school=""></bigh></pre>	1,198,070	23.1	187,912	7.1	135,646	21.1	853,427	47.8	21,085	17.2
High School Graduate	1,246,131	24.0	590,633	22.4	204,864	31.8	431,461	24.1	19,173	15.7
Some College	1,567,717	30.2	957,299	36.4	220,540	34.3	359,593	20.1	30,285	24.8
Bachelor/4 Tear Degree	740,170	14.3	568,585	21.6	56,205	8.7	92,008	5.2	23,372	19.1
Graduate Degree or Higher	434,562	8.4	329,216 12.5	12.5	26,344	4.1	20,666	2.8	28,426	23.2

Table 52: Number and Percent of Persons in Texas Under Age 25 in Households with a Parent without a Bachelor's Degree by Race/Ethnicity, 1990

<u>(</u>

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7	Total		Anglo	•	Black	ų	Hispanic	1c	Other	H
Level of Parent	Number	н	Number	ĸ	Number	ĸ	Number	ĸ	Number	н
Total	5,186,650		2,633,555		643,599		1,787,155		122,341	
No College Degree	4,011,918 77	77.3	1,735,844 65.9	62.9	561,050 87.2	87.2	1,644,481 92.0	92.0	70,543 57.7	57.7
College Degree	1,174,732 22	22.7	897,711 34.1	34.1	82,549 12.8	12.8	142,674 8.0	8.0	51,798 42.3	42.3

Table 53: Number and Percent of Persons in Texas Under Age 25 Speaking a Language Other than

Eng11s	English at Home by	Race/	e by Race/Ethnicity, 1990	1990)	'				
	Total		Anglo	0	Black	يد	Hispanic	ite	Other	9T
Characteristics	Number	**	Number	K	Number	14	Number	K	Number	K
Persons Under Age 25 Speaking a Language Other than English at Home	1,511,406	22.7	113,420		25,337	2.9	406 22.7 113,420 3.3 25,337 2.9 1,293,713 60.1 78,936 50.3	60.1	78,936	50.3

	Total	Į.	Anglo	o	Bl	Black	Hispanic	ntc	ਲ	Other
Residential Property Value	Number	Percent	Number	Percent	Number	Number Percent	Number	Percent	Number	Number Percent
\$1-\$49,999	752,773	20.1	197,671	11.4	63,291	11.8	485,934	35.4	5,877	6.1
\$50,000-\$69,999	757,615	20.2	365,660	21.1	102,718	19.2	273,460	19.9	15,777	16.4
\$70,000-\$99,999	793,455	21.2	425,342	24.4	117,571	22.0	236,288	17.2	14,254	14.8
\$100,000-\$129,999	878,634	23.5	386,987	22.3	192,555	35.9	268,202	19.5	30,890	32.2
\$130,000 & over	560,131	15.0	361,389	20.8	59,437	11.1	110,020	8.0	29,285	30.5
	3,742,608		1,737,049		535,572		1,373,904		96,083	

Number and Percent of Students in Texas by School Performance Rating and Race/Ethnicity, 1995-96 Table 55:

	Total		Anglo	_	Black	. ¥	Hispanic	1 c	Other	# #
reriormance Rating	Number	*	Number	*	Number	12	Number	ĸ	Number	K
Exemplary	223,729	0.9	170,241 9.8	8.6	10,261 1.9	1.9	31,908 2.3	2.3	11,319 11.7	11.7
Recognized	999'999	17.8	405,629	23.3	57,044	10.6	185,155 13.5	13.5	18,838 19.6	19.6
Acceptable	2,687,926	71.8	1,103,371 63.5	63.5	425,462	79.4	1,095,560	7.67	63,533	0.99
Low Performing	101,532	2.7	39,195	2.3	28,683	5.3	31,760	2.3	1,894	2.0
Pending	24,820	9.0	7,792	7.0	5,093	1.0	11,648	0.8	287	0.3
Not Rated	40,739	1.1	11,858	0.7	9,595	1.8	18,920	1.4	366	0.4

Number and Percent of Students in Texas by Type of Responsibility and Race/Ethnicity (Percentaged by Type of Responsibility), 1995-96 Table 56:

 $\hat{\mathcal{F}}_{k,n}^{N}$

	Total	Ta Ta	Anglo	<u>o</u> .	Black	*	Hispanic	nic	Other	Ħ
Student Responsibility by Type	Number	ĸ	Number	ĸ	Number	×	Number	H	Number	*
Single Parent Students	2,489	100.0	586	23.5	548	22.0	1,341 53.9	53.9	14	9.0
Pregnant Teen Students	1,666	100.0	483	29.0	294	17.6	876	52.6	13	9.8
Work Study Students	2,340	100.0	1,697 72.5	72.5	96	4.0	534	22.8	15	0.7

Number and Percent of Persons in Texas Under Age 25 by Race/Ethnicity and Economic Region, 1990 1.8 1.6 1.0 1.9 3.1 1.0 1.1 Other 5,354 3,046 48,512 Number 3,073 2,126 4,807 58,192 15,725 3,094 12,931 89,749 30.7 34,223 17.5 270,920 16.9 6.3 26.4 20.3 68.3 40.8 75.6 K Hispanic 398,405 142,184 19,372 895,199 83,593 15,453 204,988 Number 5.9 21.4 4.4 3.5 13,949 7.1 60,940 24.6 293,308 19.4 100,462 14.3 257,892 16.1 Black 68,302 17,238 49,982 9,416 8,977 Number 1,023,440 63.9 50.4 26.9 53.7 19.8 180,253 61.6 143,976 73.8 228,137 71.5 166,127 67.2 63.1 K Anglo 110,009 760,641 441,979 353,033 53,760 Number 100.0 292,594 100.0 1,600,764 100.0 195,194 100.0 318,884 100.0 247,327 100.0 1,510,546 100.0 1,311,145 100.0 204,705 100.0 100.0 Total 700,350 271,258 Number Upper East Texas Upper Rio Grande Southeast Texas Central Texas Table 57: High Plains South Texas Gulf Coast West Texas Metroplex Northwest Economic Region

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Table 58:	Table 58: Number and Percent		of Persons in Texas Under Age 25 by Race/Ethnicity and Metropolitan Status, 1990	Under Age	25 by Race/El	inicity a	nd Metropolit	en Status,	1990	
	Total		Anglo		Black		Hispanic	1c	Other	
Metropolitan Status Type	Number	H	Number	*	Number	*	Number	*	Number	*
Metropolitan Central City	4,619,198	100.0	2,142,077 46.4	46.4	684,683 14.8	14.8	1,666,802	36.1	125,636	2.7
Metropolitan Suburban	972,776	100.0	706,164 72.6	72.6	90,007	9.5	155,517	16.0	21,088	2.2
Non-Metropolitan Adjacent	733,446	100.0	420,731 57.4	57.4	77,583 10.6	10.6	228,308	31.1	6,824	0.9
Non-Metropolitan Non-Adjacent	327,346	100.0	192,383	58.8	28,193 8.6	9.6	103,459 31.6	31.6	3,311	1.0

Table 59: Number and Percent of Students in Texas by ACT* and SAT Score and Median Score and Race/Ethnicity, 1995-96

	Total	f.	Anglo	<u>.</u>	Black	*	Hispanic	ntc	Other	##	Ethnicity Not Reported	ity orted
Score	Number	*	Number	ĸ	Rumber	ĸ	Number		Number	ĸ	Number	ĸ
ACT												٠
0-400	52	0.1	v	0.0	16	0.3	21	0.2	m	0.1	9	0.1
401-820	17.039	31.2	5,692	18.9	3,038	58.2	5,985	50.0	736	23.6	1,588	38.3
821-990	13,792	25.2	7,873	26.1	1,201	23.0	2,949	24.7	810	25.9	959	23.2
991-1140	12,374	22.7	8,709	28.8	512	9.8	1,594	13.3	789	25.3	770	18.6
1141-1600	11,373	20.8	7,900	26.2	451	8.7	1,416	11.8	784	25.1	822	19.8
	54,630	· ·	30,180		5,218		11,965		3,122		4,145	
Median Score	066		1,030		820		820		1,030		910	
TAS												
004-0	12	0.0	-	0.0	•	0.1	4	0.0	-	0.0	0	0.0
401-820	16,957	19.6	5,384	10.8	4,068	44.5	5,502	32.1	2,003	19.1	0	0
821-990	27,362	31.6	14,718	29.5	3,279	35.9	6,438	37.6	2,927	28.0	0	0.0
991-1140	22,568	26.0	15,356	30.7	1,298	14.2	3,481	20.3	2,433	23.3	0	0.0
1141-1600	19,753	22.8	14,455	29.0	482	5.3	1,721	10.0	3,095	29.6	0	0.0
	86,652		49,914		9,133		17,146		10,459		0	
Median Score	066		1,040		850		006		1,010		:	
the property of the property of the standard		2 04 604	AT standard									
ACI SCORES DAVE	Deen conv	מורפת רם	our ocameare		:							

Table 60: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Race/Ethnicity and Household Income, 1995-96

Household	Total	 	Anglo	9	Black	*	Hispanic	mic	Other	e.	Rthmicity Not Reported	city
Income/ ACT*/SAT Score	Number	*	Number		Number	*	Number	*	Number	*	Number	ĸ
<\$30,000					:	•	:		-	Ġ	-	Č
0-400	04	1.05	2 2	0 0	16 A. 128	56.5	7.491	47.9	985	27.0	262	49.4
401-820	12,877	31.3	4.481	31.9	2,138	29.3	4,977	31.9	1,149	31.5	132	24.9
067-390	7.521	18.3	3,887	27.7	687	9.4	2,068	13.2	813	22.3	9 (12.5
1141-1600	5,072	12.3	2,895	20.6	334	9.4	15.632	ø.	3,646	7.61	530	2:
N= Median Score	41,154 890		066 066		810		840		056		860	
000 CON CT 000 CEN												
230100 00 0000	•	0,0	m	0.0	7	0.1	•	0.0	0	0.0	0	0.0
401-800	6.282	21.7	2,676	15.2	1,341	44.7	1,846	32.3	3 48 8 48	14.6	77	28.4
821-990	9,139	31.6	5,420	30.8	1,016	33.9	1,961	34.3	565	27.9		24.4
991-1140	7,735	26.7	5,354	30.4	43/ 202	6.7	969	12.1	684	28.8	59	23.6
1141-1600	28,955	2:27	17,606	:	2,998		5,721		2,380		250	
Median Score	066		1,020		820		910		1,030		266	
								_				
\$50,000 to \$59,999	•	•	•	•	-	-	c	0		0.1	•	0.0
0-400	2 5			0.5	170	4.66	479	26.6	113	12.8	24	16.9
401-820	1,924	30.6	2,706	0.00	332	34.4	639	35.5	213	23.7	34	23.9
991-1140	3,538	27.5	2,675	29.6	168	17.4	413	23.0	238	37.0	4 4	31.0
1141-1600	3,169	24.7	2,435	70.9	9 6	:	1,799		006	:	142	
Median Score	1,010		1,030		875		940		1,060		1,030	
\$60,000 to \$79,999	•	•	•	•	c	-	4	1.0	0	0.0	0	0.0
0-400	'	•	1 248	10.0	7 889	34.4	679	24.3	143	9.8	49	17.4
401-520	5,620	26.4	4.766	25.8	472	33.4	853	30.5	313	20.8	19	16.6
991-1140	7,296	29.7	5,767	31.3	296	21.0	718	7.53	410	27.3	66 ;	26.9
1141-1600	7,149	29.1	5,669	30.7	157	11.11	241	19.4	938	47.4	368	1.60
	24,531		18,451		1,413		080		1.100		1,100	
Median Score	1,040		09041		3		{				•	
000 000 04 000 000		_										
3	•	•	c	ć	c	0.0	•	0.0	0		•	0.0
0-400	9	11.2	281	, o	108	32.9	120	17.0	8		• ;	18.4
821-990	2,073	26.9	1,621	26.4	111	33.8	231	32.7	99 9 6 6 1	19.4 25.9	11	32.6
991-1140	2,294	29.7		8. 6. 6. 6. 6. 6.	36	11.0	168	23.8	229		13	26.5
1141-1600 K=	7,719		6,126		328		706		510		1 060	
Median Score	1,060		1,060		910		1,000		1,165		000	

Number X Number X Number X Number X 1 0.0	Household	Total	뎐	Anglo	Q	Black	ايو	Hispanic	nic	Other	ar T	Ethn Not Re	Ethnicity Not Reported
1 0.0 0.0 0.	Income/ ACT /SAT Score	Number	*	Rumber	*	Rumber	*	Rumber	*	Mmber	*	Rumber	*
1 0.0 0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	\$100,000			. '									
2,328 23.2 1,895 22.8 65 33.2 222 30.4 2,328 23.2 1,895 22.8 65 33.2 222 30.4 3,940 39.3 3,252 39.2 44 22.4 217 29.7 10,027 8,304 196 22.4 217 29.7 1,100 1,100 1,100 1,00 1 0.1 4,552 28.3 956 14.6 623 54.2 775 44.8 1 4,348 27.1 1,702 26.1 346 30.1 504 29.2 3,518 21.9 1,957 30.0 112 9.8 277 16.0 3,518 21.9 1,913 29.3 1,149 1,728 3.0 1,040 8.24 Standard.	0-400	-	0.0	•	0.0	٥	0.0	•	0.0	1	0.2	0	0.0
2,328 23.2 1,895 22.8 65 33.2 222 30.4 22,935 29.3 2,935 29.3 3.0.6 37 18.9 194 26.6 3,940 39.3 2,532 39.2 44 22.4 217 29.7 10,027 1,100 1,100 950 1,001 1,030 1,030 1,001 1,000 1,001 1,030 1,030 1,030 1,001 1,000 1,001 1,030 1,030 1,001 1,001 1,030 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,001 1,000 1,0	401-820	823	8.5	618	7.4	80	25.5	97	13.3	46	6.2	12	22.6
2,935 29.3 2,539 30.6 37 18.9 194 26.6 3,940 39.3 3,522 39.2 44 22.4 217 29.7 10,027 6,304 1,100 196 21,030 1 1,100 1,100 1,100 1,001 1,030 1 4,552 28.3 956 14.6 623 54.2 775 44.8 1 3,629 22.6 1,957 30.0 112 9.8 277 16.0 3,518 21.9 1,913 29.3 1,149 67 5.8 1778 9.9 1,040 820 820 860	821-990	2,328	23.2	1,895	22.8	65	33.2	222	30.4	132	17.7	14	26.4
3,940 39.3 3,252 39.2 44 22.4 217 29.7 10,027 8,304 196 196 1,030 1,030 1,100 1,100 1,000 1,000 1,030 1,030 1,100 1,000 1,000 1,000 1,000 1,030 1,000	991-1140	2,935	29.3	2,539	30.6	37	18.9	194	26.6	157	21.1	60	15.1
10,027 8,304 196 730 11 1,100 1,100 1,001 1,030 11 4,552 28.3 956 14.6 623 54.2 775 44.8 1 4,348 27.1 1,702 26.1 346 30.1 504 29.2 1 3,629 22.6 1,957 30.0 112 9.8 277 16.0 1,957 30.0 112 9.8 1,77 16.0 1,056 6,529 1,149 1,749 1,728 3.0 1,040 820 820 860	1141-1600	3,940	39.3	3,252	39.2	44	22.4	217	29.7	408	54.8	19	35.9
1,100 1,100 950 1,030 1 4,552 28.3 956 14.6 623 54.2 775 44.8 1 4,348 27.1 1,702 26.1 346 30.1 504 29.2 1 3,629 22.6 1,957 30.0 112 9.8 277 16.0 3,518 21.9 1,913 29.3 1,149 1,728 3.0 1,040 820 860	£	10,027		8,304		196		730		744		53	
9 0.1 1 0.0 1 0.1 1 0.1 1 0.1 34.8 44.8 44.8 44.8 44.8 44.8 44.8 44.8	Median Score	1,100		1,100		950		1,030		1,170		1,030	
9 0.1 1 0.0 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.1 1 0.2 26.1 346 30.1 504 29.2 3,629 22.6 1,913 29.3 67 5.8 171 9.9 1.0.0													
4,552 28.3 956 14.6 623 54.2 775 44.8 4,348 27.1 1,702 26.1 346 30.1 504 29.2 3,629 22.6 1,957 30.0 112 9.8 277 16.0 3,518 21.9 1,913 29.3 6,758 1,149 1,728 5.0 1,040 820 820 820 820	Income Not Reported												
4,552 28.3 956 14.6 623 54.2 775 44.8 4,348 27.1 1,702 26.1 346 30.1 504 29.2 3,629 22.6 1,957 30.0 112 9.8 277 16.0 3,518 21.9 1,913 29.3 6,7 5.8 171 9.9 16,056 6,529 1,149 820 860 are adjusted to SAT Standard.	0-400	•	0.1	1	0.0	-	0.1	1	0.1	-	0.0	•	0.2
4,348 27.1 1,702 26.1 346 30.1 504 29.2 3,629 22.6 1,957 30.0 112 9.8 277 16.0 3,518 21.9 1,913 29.3 6,7 5.8 1,7 1 9.9 16,056 6,529 1,149 1,728 860 are adjusted to SAT Standard.	401-820	4,552	28.3	926	14.6	623	54.2	275	44.8	1,052	27.0	1,146	41.6
3,629 22.6 1,957 30.0 112 9.8 277 16.0 3,518 21.9 1,913 29.3 67 5.8 171 9.9 16,056 6,529 1,149 1,728 270 1,040 820 860 are adjusted to SAT Standard.	821-990	4,348	27.1	1,702	26.1	346	30.1	504	29.5	1,148	29.5	648	23.5
3,518 21.9 1,913 29.3 67 5.8 171 9.9 16,056 6,529 1,149 1,728 1,040 820 860 hre adjusted to SAT Standard.	991-1140	3,629	22.6	1,957	30.0	112	ø.	277	16.0	807	20.7	476	17.3
16,056 6,529 1,149 1,728 1,040 820 860 820 860 820 860	1141-1600	3,518	21.9	1,913	29.3	67	۰. ه.	171	6.0	888	22.8	478	17.4
1,040 820 860	£	16,056		6,529		1,149		1,728		3,897		2,753	
*ACT Scores are adjusted to SAT Standard.	Median Score	970		1,040		820		860		950		860	
ACT Scores are adjusted to SAT Standard.													
	"ACT Scores are adjusted to	o SAT Standar	.q.										

Table 60, continued

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lds at or Below th 990	Hieronic
Living in Househo Race/Ethnicity, 1	Rlack
exas Under Age 25 College Degree by	Anelo
Table 61: Number and Percent of Persons in Texas Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree by Race/Ethnicity, 1990	Total
Table 61:	

	Total		Anglo	0	Black	.	Hispanic	ıłe	Other	ar ar
Characteristics	Number	ĸ	Number	н	Number	н	Number	н	Number	ĸ
Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree	1,207,802 30.2	30.2	253,980 14.7	14.7	242,787 43.5	43.5	695,370	42.5	695,370 42.5 15,665 22.3	22.3

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Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level by Race/Ethnicity, 1990	Total Anglo Black Hispanic Other	Number 2 Number 7 Number 7	553,776 50.5 112,733 29.9 193,465 59.7 240,864 63.4 6,714 41.8
Table 62: Number and Percent of Persons in Poverty Level by Race/Ethnicity,	Total	Number %	3 25 7 Level
Table 62:		Characteristics	Persons Under Age 25 in Single Parent Households at or Below the Poverty Level

Number and Percent of Persons in Texas Under Age 25 at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table 63:

	Total		Anglo	o	Black	~	Hispanic	nic	Other	Ħ
Characteristics	Number	и	Number 2	**	Number	 ~	Number	z	Number	2
Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than English at Home	571,267 36.1 18,124 4.3 8,110 2.5 527,868 65.0 17,165 59.5	6.1	18,124	4.3	8,110	2.5	527,868	65.0	17,165	59.5

Table 64: Number and Percent of Persons in Texas Under Age 25 in Single Parent

	Households with Parent without a College Degree by Race/Ethnicity, 1990	with Par	ent without	a Coll	ege Degree	by Race	/Ethnicity,	1990		
	Total		Anglo	0	Black	v	Hispanic	1c	Other	ы
Characteristics	Number	84	Number	н	Number	ĸ	Number	н	Number	14
Persons Under Age 25 in Single Parent Households with Parent without a College Degree	1,013,609 91.6	91.6	322,617 84.6	. 84 . 6	306,868 94.2	94.2	370,962	9.6	370,962 9.6 13,162 81.5	81.5

Number and Percent of Persons in Texas Under Age 25 with Both Parents without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table 65:

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	Total		Anglo		Black		Hispanic	lc	Other	ä
Characteristics	Number	ĸ	Number	N	Number	*	Number	ĸ	Number	×
Persons Under Age 25 with Both Parents without a College Degree and Speaking a										
Language Other than English at Home	1,081,753 27.0 51,356 3.0 12,984 2.3	27.0	51,356	3.0	12,984	2.3	982,408 59.7	59.7	35,005 49.6	49.6

Number and Percent of Persons in Texas Under Age 25 in Single Parent Households in Which a Language Other than English is Spoken at Home by Race/Ethnicity, 1990 Table 66:

	Total	a1	Anglo	<u>o</u>	Black	. 4	Hispanic	nic	Other	ē
Characteristics	Number	ĸ	Number	×	Number	**	Number	н	Number	H
Persons Under Age 25 in Single Parent Households in Which a Language Other than English is Spoken at Home	249,528		12,378		7,406	2.3	49,528 22.5 12,378 3.3 7,406 2.3 223,611 58.2 6,133 38.0	58.2	6,133	38.0

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Table 67: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree by Race/Ethnicity, 1990

										!
	Total	- -	Anglo	0	Власк	귝.	Hispanic	11c	Other	ı
Charactéristics	Number	K	Number	~	Number	н	Number	z	Number	2
Persons Under Age 25 in Single Parent										
Households at or										
Below the Poverty										
Level with rarent without a College Degree	541,735	97.8	106,785	94.7	190,948	98.7	.,735 97.8 106,785 94.7 190,948 98.7 238,046 98.8 5,956 88.7	98.8	5,956	88.7

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Number and Percent of Persons in Texas Under Age 25 at or Below the Poverty Level with Both Parents without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table 68:

	Total		Anglo	9	Black	¥	Hispanic	nic	Other	er
Characteristics	Number	H	Number		Number		Number	"	Number	н
Persons Under Age 25 at or Below the Poverty Level with Both Parents without a College Degree and Speaking a Language Other than English	467.200 3	. 7.8	9,313	7.6	5,245	2.2	467,200 38,7 9,313 3,7 5,245 2.2 444,150 63.9 8,492 54.2	63.9	8,492	54.

Parent		
Single	anguage	
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e 25	8 8u	990
Ag	aktı	≓ .•
Under	Households at or Below the Poverty Level Speaking a La	Other than English at Home by Race/Ethnicity,
exas	Lev	/Eth
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nd P	ds a	an E
a R	hol	th th
Numbe	House	Other
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Table 69: Number and Percent of Persons in Texas Under Age 25 in Single P		

	Total	-	Anglo	9	Black	. ×	Hispanic		Other	er.
Characteristics	Number	K	Number 2	H	Number	N	Number	н	Number	ĸ
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home	156,308	28.2	3,552	3.2	3,900	2.0	156,308 28.2 3,552 3.2 3,900 2.0 146,125 60.7 2,731 40.7	7.09	2,731	40.7

Number and Percent of Persons in Texas Under Age 25 in Single Parent Households with Parent without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table 70:

	Total	31	Anglo	<u> </u>	Black	¥	Hispanic	ofe.	Other	H.
Characteristics	Number	ĸ	Number	Z	Number	2	Number	ĸ	Number	н
Persons Under Age 25 in Single Parent Households										
with Parent without a College Degree and										
Speaking a Language Other than										
English at Home	239,929	23.7	10,252	3.2	6,670	2.2	19,929 23.7 10,252 3.2 6,670 2.2 218,102 58.8 4,905 37.3	58.8	4,905	37.3

Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table 71:

: :, .

	Total	11	Anglo	ဝ	Black	ų	Hispanic	ntc	Other	er
Characteristics	Number	×	Number	"	Number	н	Number	H	Number	R
Persons Under Age 25	·									
in Single ratent nousemotes at or Below the Poverty										
Level with Parent without										
a College Degree and										
Speaking a Language		4								
Other than E-11ch of Home	153,808 98.4	98.4	3.276	92.2	3,781	97.0	3,276 92.2 3,781 97.0 144,447 98.9 2,304 84.4	98.9	2,304	84.4
מתלדדפת שב הסשב		· ·	•		•					

Economically Total Disadvantaged Number Status Number Total 3,748,167 Students	[a+								
ntaged	1	Anglo		Black	ck k	Hispanic	1c	Other	H
	ĸ	Number	н	Number	1 14	Number	ĸ	Number	ĸ
Students		1,739,613		536,386		1,375,896		96,272	
who are Economically Disadvantaged 1,754,401	01 46.8	366,125 21.0	21.0	339,383 63.3	63.3	1,016,948	73.9	31,945 33.2	33.
Students Who are Not Bconomically Disadvantaged 1,993,766	56 53.2	1,373,488 79.0	79.0	197,003 36.7	36.7	358,948 26.1	26.1	64,327 66.8	99

Table 73: Number and Percent of Students in Texas in Limited English Proficiency Programs by Race/Ethnicity, 1995-96

	Total	_	Anglo	-	Black	*	Hispanic	1c	Other	Ħ
Limited English Proficiency Program Status	Number		Number	"	Number	K	Number	14	Number	ĸ
Total	3,748,167		1,739,613		536,386		1,375,896		96,272	
Students Participating in Limited English Proficiency Program	479,576 12.8	12.8	6,229 0.4	9.0	2,197	0.4	447,399	32.5	447,399 32.5 23,751 24.7	24.7
Students Not Participating in Limited English Proficiency Program	3,268,591 87.2	87.2	1,733,384 99.6 534,189	9.66	534,189	9.66	928,497	67.5	928,497 67.5 72,521 75.3	75.3

Number and Percent of Students in Texas by School District Total Assessed Property Value per Student and Race/Ethnicity, 1995-96 Table 74:

School District	Total		Anglo		Black	.	Hispanic	lc S	Other	ı
Total Assessed Value per Student	Number	*	Number	•	Number	•	Number	*	Number	×
Total	3,742,608		1,737,049		535,572		1,373,904		96,083	
<\$72,126	398,876	10.7	69,266	4.0	28,692	5.4	298,131	21.7	2,787	2.9
\$72,126-\$102,077	431,373	11.5	181,020	10.4	34,611	6.5	213,402	15.6	2,340	2.4
\$102,078-\$134,664	677,328	18.1	347,311	20.0	69,333	13.0	249,069	18.1	11,615	12.1
\$134,665 or more	2,235,031 59.7	59.7	1,139,452 65.6	65.6	402,936	75.1	613,302	44.6	79,341	82.6

Table 75: Number* and Percent of Students in Texas by Participation in Limited English Proficiency Programs, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

	Total		Anglo	ļ	Black	צ	Hispanic	<u>و</u>	Other	ų l
Characteristics	Number	K	Number	l re	Number	ĸ	Number	*	Number	K
Students Participating in Limited English Proficiency Program										
Total	479,576		6,229		2,197		447,399		23,751	
Students who are Economically Disadvantaged	417,834	87.1	3,400 54.6	54.6	1,591	72.4	400,295	89.5	12,548	52.8
Students who are not Economically Disadvantaged	61,742	12.9	2,829	45.4	909	27.6	47,104	10.5	11,203	47.2
Students Not Participating in Limited English Proficiency Program										4
Total	3,268,591		1,733,384		534, 189		928,497		72,521	
Students who are Economically Disadvantaged	1,336,567	40.9	362,725	20.9	337,792	63.2	616,653	66.4	19,397	26.8
Students who are not Economically Disadvantaged	1,932,024	59.1	1,370,659	79.1	196,397	36.8	311,844	33.6	53,124	73.2
					,	,				

*Values may not sum to the state total due to missing values for some variables for some cases.



Table 76: Number* and Percent of Students in Texas by School District Total Assessed Property Value per Student, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

	Total		Anglo		Black	1 4	Hispanic	ndc	Other	l H
Characteristics	Rumber	*	Number	k	Number	Þ4	Number	K	Number	ĸ
School District Assessed Value <\$72,126										
Total	398,876		69,266		28,692		298,131		2,787	
Students who are Economically Disadvantaged	299,079	75.0	25,906	37.4	18,580	64.8	253,344	85.0	1,249	8.44
Students who are not Economically Disadvantaged	99,797	25.0	43,360	62.6	10,112	35.2	44,787	15.0	1,538	55.2
School District Assessed Value \$72,126-102,077										
Total	431,373		181,020		34,611		213,402		2,340	
Students who are Economically Disadvantaged	249,280	57.8	990,55	30.4	26,275	75.9	166,804	78.2	1,135	48.5
Students who are not Economically Disadvantaged	182,093	42.2	125,954	9.69	8,336	24.1	46,598	21.8	1,205	51.5
School District Assessed Value \$102,078-134,664							,			
Total	677,328		347,311		69,333		249,069		11,615	
Students who are Economically Disadvantaged	315,431	46.6	91,135	26.2	46,605	67.2	173,395	9.69	4,296	37.0
Studente who are not Economically Disadvantaged	361,897	53.4	256,176	73.8	22,728	32.8	75,674	30.4	7,319	63.0
School District			•							
Total	2,235,031		1,139,452		402,936		613,302		79,341	
Students who are Economically Disadvantaged	888,240	39.7	193,152	16.9	247,607	61.5	422,274	68.9	25,207	31.8
Students who are not Economically Disadvantaged	1,346,791	£.09	946,300	83.1	155,329	38.5	191,028	31.1	54,134	68.2
	,					!				

*Values may not sum to the state total due to missing values for some variables for some cases.



Table 77: Number and Percent of Students in Texas by School District Total Assessed Property Value per Student, Participation in Limited English Proficiency Programs and by Race/Ethnicity, 1995-96*

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	Total	-4	Anglo		Black	*	Hispanic	nde	ĕ	Other
Characteristics	Number	*	Number	×	Rumber	*	Rumber	*	Number	*
School District Assessed Value <\$72,126										
Total	398,876		69,266		28,692		298, 131		2,787	
Students in Limited English Proficiency Programs	116,256	29.2	\$15	0.7	124	4.0	115,264	38.7	353	12.7
Studente Not in Limited English Proficiency Programs	282,620	70.8	68,751	99.3	28,568	9.66	182,867	61.3	2,434	
School District Assessed Value \$72,126 to \$102,077 Total	431,373		181,020		34,611		213,402		2.340	
Studente in Limited English Proficiency Programe	55,084	12.8	439	0.2	74	0.2	54,317	25.5	254	10.9
Studente Not in Limited English Proficiency Programs	376,289	87.2	180,581	8.66	34,537	8. 66	159,085	74.5	2,086	
School District Assessed Value \$102,078 to \$134,664 Total	677,328		347,311		69,333		249,069		11,615	
Students in Limited English Proficiency Programs	68,383	10.1	675	0.2	186	0.3	65,177	26.2	2,345	20.2
Studente Not in Limited English Proficiency Programs	608,945	6.68	346,636	8.66	69,147	99.7	183,892	73.8	9,270	
School District Assessed Value \$134,665 or more Total	2,235,031		1,139,452		402,936		613,302		79,341	
Students in Limited English Proficiency Programs	239,673	10.7	4,596	4.0	1,810	0.5	212,473	34.6	20,794	26.2
Studente Not in Limited English Proficiency Programs	1,995,358	89.3	1,134,856	9.66	401,126	5.66	400,829	65.4	58,547	73.8

^{*}Values may not sum to the state total due to missing values for some variables for some cases.

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Number* and Percent of Students in Texas by School District Total Assessed Property Value per Student, Economically Disadvantaged Status in Limited English Proficiency Programs and Race/Ethnicity, 1995-96 Table 78:

·	Total		Anglo		Black	اير	Hispanic	rte 	Other	
Characteristics	Number	**	Number	ĸ	Number	K	Number	*	Number	M
Students in School Districts with Assessed Value <\$72,126										
Students who are Economically Disadvantaged and:				·						
In Limited English Proficiency Programs	107,778	36.0	404	1.6	66	0.3	107,072	42.3	209	209 16.7
Not in Limited English	191,301	64.0	25,502	98.4	18,487	5.66	146,272	57.7	1,040 83.3	83.3
Total	299,079		25,906		18,580		253,344		1,249	
Students in School Districts with Assessed Value <\$72,126										
Students who are not Rconomically Disadvantaged and:										•
In Limited English Proficiency Programs	8,478	8.5	111	0.3	31	0.3	8,192	18.3	144	4.6
Not in Limited English Proficiency Programs	91,319	91.5	43,249	7.66	10,081	7.66	36,595	81.7	1,394	90.6
Total	99,797		43,360		10,112		44,787		1,538	

	Total	_4	Anglo	•	Black	. Y	Hispanic	nte	Other	3r
Characteristics	Number	×	Number	K	Number	ĸ	Number	н	Number	×
Students in School Districts with Assessed Value \$72,126 to \$102,077										
Students who are Economically Disadvantaged and:										
In Limited English Proficiency Programs	50,741	20.4	318	9.0	99	0.3	50,185	30.1	172	15.2
Not in Limited English Proficiency Programs	198,539	9.6	54,748	99.4	26,209	7.66	116,619	6.69	963	84.8
Total	249,280		55,066		26,275		166,804		1,135	
Students in School Districts with Assessed Value \$72,126 to \$102,077								·		
Students who are not Rconomically Disadvantaged and:								•		
In Limited English Proficiency Programs	4,343	2.4	121	0.1	€0	0.1	4,132	8.9	82	6.8
Not in Limited English Proficiency Programs	177,750	97.6	125,833	6.66	8,328	6.66	42,466	91.1	1,123	93.2
Total	182,093		125,954		8,336		46,598		1,205	

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continued
Table 78,

	Total	_	Anglo	•	Black	ا پي	Hispanic	nic	Other	Ħ
Characteristics	Number	ĸ	Number	ĸ	Number		Number	ĸ	Number	7
Students in School Districts with Assessed Value \$102,078 to \$134,664										
Students who are Economically Disadvantaged and:										
In Limited English Proficiency Programs	58,876	18.7	434	0.5	143	0.3	57,135	32.9	1,164 27.1	27.
Not in Limited English Proficiency Programs	256,555	81.3	90,701	99.5	46,462 99.7	7.66	116,260	67.1	3,132 72.9	72.
Total	315,431		91,135		46,605		173,395		4,296	
Students in School Districts with Assessed Value \$102,078 to \$134,664										
Students who are not Economically Disadvantaged and:										
In Limited English Proficiency Programs	9,507	2.6	241	0.1	43	0.2	8,042	10.6	1,181 16.1	16
Not in Limited English Proficiency Programs	352,390	97.4	255,935	99.9	22,685 99.8	8.66	67,632	89.4	6,138	83.9
Total	361,897		256,176		22,728		75,674		7,319	

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Characteristics	Number	l pe	Number	R	Number	K	Number	H	Number	14
Students in School Districts with Assessed Value \$134,665 or more						,				
Students who are Economically Disadvantaged and:										
In Limited English Proficiency Programs	200,281	22.5	2,241	1.2	1,289	0.5	185,752	44.0	10,999	43.6
Not in Limited English Proficiency Programs	687,959	77.5	116,061	98.8	246,318	5.66	236,522	56.0	14,208 56.4	56.4
Total	193,152		247,607		422,274		25,207			
Students in School Districts with Assessed Value \$134,665 or more										
Students who are not Economically Disadvantaged and:										
In Limited English Proficiency Programs	39,392	2.9	2,355	0.3	521	0.3	26,721	14.0	9,795 18.1	18.1
Not in Limited English Proficiency Programs	1,307,399	97.1	943,945	7.66	154,808	7.66	164,307	86.0	44,339 81.9	81.9
Total	1,346,791		946,300		155,329		191,028		54,134	

Table 79: Number and Percent of Students in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in

	Total		Anglo	9	Black	4 3	Hispanic	ntc	Other	ler.	Ethnicity Not Reported	city
Characteristics	Rumber	•	Rumber	•	Number	.	Number	•	Number	*	Number	*
\$1-\$49,999												
Perente' Income												
Total	21,539		7,934		1,678	;	9,873	;	1,009		1,045	9
<\$30,000	10,386	48.2	2,290	28.8	1,029	61.3	6,522	7.00	000	7.5	<u> </u>	27
\$30,000 to \$49,999	4,098	0.61	2,135	5 . 6 . 9	2/1	10.1	1,4/1	7.4	2 9	9 4	7 F	, ,
\$50,000 to \$59,999	1,602	. ·	788	1.4.4 1.0.4	76 71	, ø	, to 4	; v	7.	7.3	14	M
\$60,000 to \$79,999	2,333		100		22		133		14	7.	•	0
\$80,000 to \$100,000	0.00	7.7	200	, ,	1=	7.0	9	0.1	22	2.5	^	•
Income Not Reported	2,296	10.7	568	7.2	137	8.2	561	5.7	316	31.3	714	.89
\$50,000 to \$69,999												
Parents' Income	909 70		14 584		2,302		5.716		2,136		785	
TOTAL	675,47		1000	24.0	1.277	55.5	3,301	-	721	33.7	113	14.
<330,000	6000	9	3.685	27.1	489	21.2	1,219		409	19.2	61	
000 000 000 000 000 000 000 000	2.45¢	9.	1.723	12.7	144	6.3	324		133	6.2	30	m
\$60,000 to \$79,999	3.666	5.0	2,844	20.9	175	7.6	416		183	8.6	48	Ġ
\$80,000 to \$100,000	753	3.1	594	4.4	53	1.3	67		54	2.5	σ, ,	ᅼ,
More than \$100,000	615	2.5	505	3.7	01 5	4.6	52	o ,	45 45 45	2.0	9 2	8.04
Income Not Reported	2,603	9.01	8,6	7:	8/1	:	î			2	3	•
\$70,000 to \$99,999												
Parenta' Income	26.575		16.997		2,513		4,387		1,985		693	
C\$10.000	7.391	27.8	3,324	19.6	1,244	49.5	2,133	48.6	009		90	5.
\$30.000 to \$49.999	6,177	23.3	4,226	24.8	543	21.6	974	22.2	386		87	•
\$50,000 to \$59,999	2,740	10.3	2,054	12.1	178	7.1	328	7.5	155		2 1	m :
\$60,000 to \$79,999	4,965	18.7	3,903	23.0	276	11.0	200	11.4	207		~ ~	: -
\$80,000 to \$100,000	1,296	o. 4	1,075	m	7	7.0	103	4.6	0 X		n (-
More than \$100,000 Income Not Reported	1,392	9.6	1,228	7.5	3 81	7.8	262	6.8	464	24.9	434	62.6
\$100,000 to \$129,999				,								
Parents' Income	28.123		15.684		4,928		3,827		3,090		594	
10141 1430 000	671	27.3	2,225	14.2	2,663	54.0	1,774	46.4	946	30.6	63	9.0
\$30,000 to \$49,999	5,876	20.9	3,280	20.9	1,007	20.4	930	24.3	617	20.0	42	7.1
650 000 to \$50,000	559	9.1	1,768	11.3	313	4.9	262	8.8	195	6.3	21	m
\$60.000 to \$79.999	241	18.6	3,961	25.3	425	8.6	445	11.6	334	10.8	92	12.
\$80,000 to \$100,000	277	6.3	1,433	9.1	107	2.2	114	o (607	? ·	9	-
More than \$100,000	038	7.2	1,745	11.1	25	7.	æ .	7.7	/61	9	3	፥
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	Total	ਜ਼	Angl	ð	Blac	¥	Hispi	nte	OCh	er E	Ethnicity Not Reported	city
Characteristics	Rumber	*	Number &	*	Number %	•	Number X	*	Number	*	Number	*
\$130,000 and Over												
Parents' Income	;				900		7.300		3,513		649	
Total	26,604	:	18,057	:	730	34.6	814	-	782	22.3	20	
<\$30,000	4,44	10.	71017	7.71	672	23.6	523		591	16.8	35	'n
\$30,000 to \$49,999	0,0,0	7.71	4,74,	9	160	, a	214		278	7.9	28	4
\$50,000 to \$59,999	2,460	7.6	1,,,1		107		280		230	15.3	77	11.0
\$60,000 to \$79,999	5,928	22.3	4,610	9.5	710	15.5	165		196	9.	•	1.4
\$80,000 to \$100,000	2,493	4.	7,000	11:	3 5	 - •	173		252	7.2	13	7
More than \$100,000	3,569	13.4	3,0/1	0.7	7 5	• •	7/1		878	26.9	787	67.
Income Not Reported	3, 191	12.0	1,5/4		F07	7.0	747			ì	•	
Matched Wealth & District Data Not Available												
Parents' Income					•		•		070	,	370	
Total	13,918		7,838	;	935	:	2,918	-	1,040	13 4	675	7
<\$30,000	2,644	0.61	930	11.9	390	38.0	1,000	•	1 6 6	1	3 5	, ,
\$30,000 to \$49,999	2,371	17.0	1,331	17.0	216	23.1	604	70.7	67	7.11	3 '	•
\$50,000 to \$59,999	1.125	8.1	734	4.6	68	7.3	237		6/	n .	` !	•
640 000 to 879, 999	2.378	17.1	1,663	21.2	104	11.1.	397		167	0.0	/ \$	17.
	950	8.9	684	8.7	36	8.8	144		2	4.3	^	=
	2.064	14.8	1.585	20.2	37	4.0	. 540		193	10.4	•	7
ANG ANT O THE BADE	1						****		72.0	,		ŕ

Table 80: Number* and Percent of Studente in Texas Completing the SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Education and Race/Ethnicity, 1995-96

Contracteristics Number X Number X	Muste 1,427 1,427 1,427 1,427 1,600 1,427 1,600 1,427 1,600 1,427 1,600 1,427 1,600 1,427 1,600 1,427 1,600 1,427 1,600 1,322 1,344 1,132 1,132 1,132 1,132 1,132 1,132 1,133 1,132 1,133 1,133 1,133 1,134 1,134 1,135 1,135 1,136 2,478 1,136 2,478 1,136 2,478 1,136 2,478 1,136 2,500 1,136 2,118 1,264 2,130 1,264 1,264 2,500 1,264 1,264 2,500 1,264 2,	Total Anglo	Black	, K	Hispanic	ntc	Other	ie.	Rthnicity Not Reported	1ty orted
Compared Compared	# 948 1,427 16.0 1,427 16.0 1,822 20.7 2,828 31.6 1,352 15.1 1,352 15.1 1,352 15.1 1,354 14.3 1,354 14.3 1,354 14.3 1,354 14.3 1,354 14.3 1,354 14.3 1,354 13.6 2,476 18.6 4,574 33.8 1,354 18.3 1,354 18.3 1,354 18.3 1,354 18.3 1,354 18.3 1,354 13.6 1,354 13.6 1,354 2.5 1,254 2.1 1,254 2.1 1,254 2.1 1,254 2.1 1,254 3.1 1,25	Number		•	Number	•	Number	•	Number	*
1,524 1,626 3,413 3,41 4,041 527 5	### 1,427 16.0 duate 1,427 16.0 duate Degree 1,352 20.7 2,828 31.6 1,352 15.1 15.1 15.2 15.1 14.3 14.3 14.3 14.3 14.3 14.3 14.3 14									
1,427 16.0 104 3.1 94 9.9 1,161 28.6 68 12.9 0 0 0 0 0 0 0 0 0	duate 1,427 16.0 duate 1,852 20.7 Degree 1,852 16.1 or Higher 2,826 14.3 ported 2,526 18.6 begree 2,478 18.3 or Higher 2,118 13.6 or Higher 3,430 22.0 or Higher 3,430 22.0 luate 2,118 13.6 sported 3,430 22.0 luate 2,530 13.1 ly,250 13.1	3,413			4,061		527		•	1
1,822 20.7 621 18.2 234 24.7 917 22.6 80 15.2 90 90 90 90 90 90 90 9	duate duate Degree 1,852 20.7 2,828 31.6 Degree 1,352 15.1 or Higher ported 2,526 18.6 4,574 3.8 Degree 2,18 13.6 2,478 18.3 Degree 2,18 13.6 2,081 32.5 Degree 3,430 22.0 or Higher 19,250 11,264 6.6 luate 2,530 13.1 5,625 11 1,264 6.6 luate 2,530 13.1 5,632 2.5 Degree 4,537 23.6 Degree 4,537 23.6 Degree 2,530 13.1 5,625 5,681 5,684 5,583	16.0 104		6.0	1,161	28.6	89	12.9	0	:
1,252 10, 1 1, 21 1, 22 1, 23 1, 3 1,	Degree 1,852 20.7 2,828 15.1 or Eigher 1,354 14.3 aported 2,526 18.6 hate 2,526 18.6 begree 2,478 18.3 or Higher 2,118 13.6 begree 3,430 22.0 or Higher 3,437 24.5 ported 3,437 24.5 ported 3,437 24.5 begree 3,437 24.5 or Higher 3,437 24.5 or Higher 3,437 24.5 begree 3,437 24.5 or Higher 4,884 2.5 Degree 3,437 24.5 or Higher 4,884 2.5 or Higher 4,884 2.5 or Higher 4,884 2.5 or Higher 4,884 2.5						6	,	•	
Degree 1,322 15.1 7.2	Degree 1,352 15.1 or Higher 2.526 18.6 luate 2,526 18.6 begree 2,478 18.3 or Higher 2,480 18.4 ported 3,430 22.0 or Higher 3,430 22.0 or Higher 3,430 22.0 begree 3,430 22.0 or Higher 3,430 22.0 or Higher 3,430 22.0 bogree 3,430 22.0 or Higher 3,430 22.0 or Higher 3,430 22.0 ly,26 13.1 begree 3,437 24.5 or Higher 4,537 23.6 ly,26 13.1 5,563 28.9 or Higher 4,666 ly,26 13.1 cor Higher 4,666 ly,26 13.1	20.7 621		7.4.7	701 1	9.77	127	79.7	-	1
13,544 14,13 644 20,13 100 10,4 410 10,11 80 15,2 10,11 13,5	Degree 1,334 14.3 ported 205 2.3 luate 2,526 18.6 begree 2,478 18.3 or Higher 2,478 18.3 begree 3,430 22.0 or Higher 3,430 22.0 or Higher 3,430 22.0 luate 2,118 13.6 sported 3,430 22.0 or Higher 3,430 22.0 luate 2,530 13.1 begree 4,537 23.6 or Higher 4,884 25.3 or Higher 4,884 25.3	31.0		2.5	614	10.5	77	12 1	•	1
13,544 7,484 1,253 3,555 1,252 1,252 0	## 13.544 13.544 13.544 13.244	14.3 694		10.6	410	10.	80	15.2	0	: :
Huste 2,554 18.4 7,484 1.8 1,253 5.3 3,555 1.1252 9.0 0 Jugges 2,476 18.3 1,289 17.0 2.63 21.0 8.4 23.5 10.3 21.8 0.0 12.8 0 Or Higher 2,490 18.4 1.69 2.5 2.5 2.65 16.4 365 10.3 2.24 17.9 0 Or Higher 3,490 22.0 2.0 10,219 1.1 72 4.8 2,741 1.132 11.8 0 Jugges 3,430 22.0 2.5 10,219 1.1 72 4.8 2,741 1.1 2.2 2.0 16.1 0 Or Higher 3,430 22.0 2,601 22.4 2.5 6.4 6.6 6.6 8.4 0.8 16.5 384 12.9 2.0 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1	13,544 14,132 1,132 1,132 1,132 1,132 1,132 1,526 1,54 1,	2.3 30		2.1	47	1.2	108	20.5	0	1
13,544 1,484 1,233 1,585 1,223 1,222 1,222 1,222 1,123 1,123 1,123 1,123 1,123 1,123 1,123 1,123 1,123 1,123 1,123 1,124 1,1	Huate 2,526 18.6 Degree 2,526 18.6 4,574 33.8 Degree 2,478 18.3 or Higher 2,490 18.4 luate 2,118 13.6 or Higher 3,430 22.0 ported 3,430 22.0 19,250 13.1 1,264 6.6 luate 2,530 13.1 5,563 28.9 Degree 4,537 23.6 or Higher 4,606 25.3									
thate 2,526 18.6 1.269 17.0 263 21.0 834 23.5 18.0 12.8 0.2 25.3 17.0 263 21.0 834 23.5 160 12.8 0	luate 1,132 8.4 1,132 8.4 Degree 2,478 18.3 or Higher 2,118 13.6 15,625 18,625 18,625 18,625 18,625 18,625 18,625 19,250 19,250 1,264	7.484	1,253		3,555		1,252		0	;
tinate 2,526 18.6 1,269 17.0 263 21.0 834 23.5 160 12.8 0 Degree 4,574 33.8 1,684 22.5 253 41.7 1,132 31.8 22.4 0 or Higher 2,490 18.3 1,684 22.5 205 16.4 365 17.9 0 sported 2,490 18.4 1,684 22.5 16.4 36 20.9 18.2 22.4 17.9 sported 2,490 18.4 1,684 2.7 1,684 2.741 1,176 20.2 16.1 0 luate 2,118 13.6 1,129 11.1 72 4.8 5,46 19.9 102 16.1 0 borne 3,430 2.0 1,129 11.1 72 4.8 5,46 19.9 102 11.1 10.2 10.2 10.2 10.2 10.2 10.2 10.2 10.2 10.2	Juste 2,526 18.6 4,574 33.8 Degree 2,478 18.3 or Higher 2,490 18.4 2.5 sported 3,44 2.5 sported 2,118 13.6 5,081 32.5 or Higher 3,430 22.0 or Higher 4,537 23.6	133		5.3	821	23.1	112	9.0	0	:
Lighter 2,490 18.3 1,684 22.5 252 41.7 1,323 31.8 221 22.4 0	A,526 13.8 Degree 2,474 33.8 or Eigher 2,490 18.4 sported 344 2.5 laste 2,18 13.6 Degree 3,430 22.0 or Higher 3,837 24.5 sported 3,24 2.1 laste 2,530 13.1 begree 2,530 13.1 cor Eigher 4,537 23.6 or Eigher 4,537 23.6 or Eigher 4,537 23.6				7 60	2	971	9	•	
Degree 2,478 18.3 1,684 22.5 205 16.4 365 10.3 224 17.9 0 or Higher 2,490 18.4 1.691 22.6 176 14.0 350 9.8 273 21.8 0 ported 34 2.5 69 0.9 20 1.6 350 1.5 202 16.1 0 ls 62 5.3 1.5 202 16.1 0 begree 3,430 22.0 2.601 25.4 24.8 54.8 19.9 10.2 8.7 0 or Higher 3,837 24.5 2.95 28.9 26 14.5 383 14.0 283 24.1 0 ly 20 10,811 3.333 2.5 3.33 3.33	Degree 2,478 18.3 or Eigher 2,490 18.4 sported 344 2.5 ls,625 5.3 hate 2,118 13.6 begree 3,430 22.0 or Higher 3,837 24.5 sported 19,250 13.1 begree 2,530 13.1 cor Eigher 4,537 23.6 or Eigher 4,537 23.6 or Eigher 7,884 2.1	1,209		41.7	1.132	31.8	281	22.4	• •	 -
Tighter 2,490 18.4 1,691 22.6 176 14.0 350 9.8 273 21.8 0 ported 34 2.5 69 0.9 0.9 10.2 1.6 1 0.9 1 1.489 2741 1.176 10.2 1.1 1.176 10.2 1.1 1.176 10.2 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1	or Eigher 2,490 18.4 sported 344 2.5 lis,625 5.3 luate 2,118 13.6 begree 3,430 22.0 or Higher 3,837 24.5 sported 324 2.1 ly,250 13.1 begree 4,537 23.6 or Higher 4,537 23.6 or Higher 4,537 23.6 or Higher 4,537 23.5	1,684		16.4	365	10.3	224	17.9	•	;
15,625 10,219 1,489 2,741 1,176 10 10 10 10 10 10 10 1	ported 344 2.5 15,625 16,625 18,625 18,625 19,625 19,625 19,625 19,250	1,691		14.0	350	8.8	273	21.8	0	:
15,625 10,219 1,489 2,741 1,176 10 10 10 10 10 10 10 1	15,625 18,625 18,625 18,13.6 2,118 13.6 5,081 32.5 19.25 19.25 19,250 19,250 1,264 1,264 1,264 1,264 1,264 2,530 13.1 2,530 13.1 2,530 13.1 2,530 13.1 2,530	69		1.6	53	1.5	202	16.1	0	:
15,625 10,219 1,489 2,741 1,176 0 1,176	15,625 835 835 835 835 835 836 836 836 837 837 837 837 837 837 847 847 8464 84,537 837 837 838 838 838 838 838 838 838 8									
Page	Huate 2,118 13.6 5,081 32.5 Degree 3,430 22.0 or Higher 3,837 24.5 sported 324 2.1 19,250 11,264 6.6 luate 2,530 13.1 5,563 28.9 Degree 4,537 23.6 or Higher 4,537 23.6	10,219	1,489		2,741		1,176		0	1
List 13.6 1,129 11.1 285 19.1 562 20.5 142 12.1 0 5,081 32.5 3,318 32.5 644 43.3 866 31.6 253 21.5 0 Degree 3,430 22.0 2,601 25.4 245 16.5 354 12.9 230 19.5 0 or Higher 3,837 24.5 2,995 28.9 216 14.5 383 14.0 283 24.1 0 prorted 32.4 2.1 101 1.0 2.4 1.4 1.4 1.4 1.4 1.4 1.4 1.4 1.4 1.4 1	Juste 2,118 13.6 5,081 32.5 5,081 32.5 0	115		4.8	546	19.9	102	8.7	•	:
2,118 13.6 1,129 11.1 285 19.1 502 20.5 142 12.1 0 Degree 3,401 32.5 44 43.3 866 31.6 253 21.5 0 or Righer 3,837 24.5 2,995 28.9 216 14.5 383 14.0 283 24.1 0 prorted 3,240 10.811 3,393 2.918 2,918 2,128 0 liste 2,530 13.1 1,055 9.8 688 20.3 549 18.8 238 11.2 0 S,563 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 0 Degree 4,537 23.6 3,193 29.5 530 15.1 9.6 27.6 13.0 0 S,124 2.1 1,055 9.8 688 20.3 549 18.8 20.8 11.2 0 S,255 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 0 S,255 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 0 S,255 28.9 2,966 27.4 1,371 40.4 806 27.6 19.7 0 S,255 28.9 2,966 27.4 1,371 40.4 806 27.6 19.7 0 S,255 28.9 2,966 27.4 1,371 40.4 806 27.6 19.7 0 S,255 28.9 2,966 27.4 1,371 40.4 806 27.6 19.7 0 S,255 28.9 2.95 31.4 530 15.1 347 11.9 544 26.5 0 S,255 31.9 2.5 31.9 29.5 530 15.1 375 12.9 564 26.5 0	2,118 13.6 5,081 32.5 5,081 32.5 or Eigher 3,430 22.0 19,250 2.1 19,250 13.1 14ate 2,530 13.1 5,563 28.9 0 Figher 4,537 23.6 0 Figher 4,537 23.6			:				•	,	
Degree 3,400 22.0 2,601 25.4 245 16.5 354 12.9 230 19.5 0 or Righer 3,837 24.5 2,995 28.9 216 14.5 383 14.0 283 24.1 0 prorted 3.837 24.5 2,995 28.9 216 14.5 383 14.0 283 24.1 0 19,250 10,811 3,393 2,918 2,128 0 luate 2,530 13.1 1,055 9.8 688 20.3 549 18.8 238 11.2 0 5,563 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 0 Degree 4,537 23.6 3,193 29.5 580 17.1 347 11.9 417 19.6 0 12,530 13.1 1,055 9.8 688 20.3 549 18.8 27.6 420 19.7 0 13,193 29.5 530 17.1 347 11.9 417 19.6 0 14,10 1,10 1,10 1,10 1,10 1,10 1,10 1,10	Degree 3,430 22.0 or Higher 3,837 24.5 sported 324 2.1 19,250 13.1 14ate 2,530 13.1 5,563 28.9 Degree 4,537 23.6 or Higher 4,537 23.6	1,129		19.1	7 9 8 8 8 8	2.02	142 253	12.1	-	1 1
Degree 3,437 22.0 2,995 28.9 216 14.5 383 14.0 283 24.1 0 port Higher 3,437 22.9 28.9 216 14.5 383 14.0 283 24.1 0 port Higher 3,24 2.1 101 1.0 27 1.8 30 1.1 166 14.1 0 limite 2,530 13.1 1,055 9.8 688 20.3 549 18.8 238 11.2 0 pogree 4,537 23.6 3,193 22.5 580 17.1 347 11.9 417 19.6 0 limite 4,864 25.3 3,195 21.4 530 15.6 375 12.9 544 26.5 0 limite 2,53 11.8 11.8 11.8 11.8 11.8 11.8 11.8 11.	Degree 3,837 24.5 or Higher 3,837 24.5 ported 324 2.1 19,250 13.1 1,264 6.6 huate 2,530 13.1 5,563 28.9 Degree 4,537 23.6 or Higher4 4,537 23.6	270		2 7	35.6	2 -	3 6	2 01		
ported 324 2.1 101 1.0 27 1.8 30 1.1 166 14.1 0 19,250 10,811 3,393 2,918 2,128 0 1,264 6.6 84 0.8 161 4.7 806 27.6 213 10.0 0	ported 324 2.1 19,250 19,250 1,264 6.6 luate 2,530 13.1 5,563 28.9 Degree 4,537 23.6 or Higher4 4,540 25.3	2,001		14.5	383	14.0	283	24.1	• •	: :
19,250 10,811 3,393 2,918 2,128 0 0 1,264 6.6 84 0.8 161 4.7 806 27.6 213 10.0 0 2 1,264 5.55 2.530 13.1 1,055 9.8 688 20.3 549 18.8 2.38 11.2 0 5,563 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 0 2 2,964 27.5 3,395 31.4 530 15.6 375 12.9 564 26.5 0 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	19,250 1,264 6.6 1,264 6.6 2,530 13.1 5,563 28.9 Degree 4,537 23.6 or Higher4 4,537 23.6	101		1.8	30	1.1	166	14.1	•	1
19,250 10,811 3,393 2,918 2,128 0 1,264 6.6 84 0.8 161 4.7 806 27.6 213 10.0 0 2,530 13.1 1,055 9.8 688 20.3 549 18.8 238 11.2 0 - 5,563 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 0 - 4,537 23.6 3,193 29.5 580 17.1 347 11.9 417 19.6 0 - 4,664 25.3 3,14 530 15.6 375 12.9 56.5 0 - 4,664 25.3 3,18 1.1 63 1.9 35 12.2 276 13.0 0 -	19,250 1,264 6.6 2,530 13.1 5,563 28.9 4,537 23.6 4,837 23.6									
1,264 6.6 84 0.8 161 4.7 806 27.6 213 10.0 0 - 2,530 13.1 1,055 9.8 688 20.3 549 18.8 238 11.2 0 - 5,563 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 0 - 4,537 23.6 3,193 29.5 580 17.1 347 11.9 417 19.6 0 - 4,864 25.3 3,395 31.4 530 15.6 375 12.9 564 26.5 0 -	1,264 6.6 2,530 13.1 5,563 28.9 4,537 23.6 4,864 25.3	10,811			2,918		2,128		0	1
2,530 13.1 1,055 9.8 688 20.3 549 18.8 238 11.2 5,563 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 4,537 23.6 3,193 29.5 580 17.1 347 11.9 417 19.6 4,864 25.3 3,395 31.4 530 15.6 375 12.9 546 26.5 4,864 25.3 11.8 1.1 6.3 1.9 35 1.2	2,530 13.1 5,563 28.9 4,537 23.6 4,864 25.3	6.6		4.7	806	27.6	213	10.0	•	:
2,530 13.1 1,055 9.8 688 20.3 549 18.8 238 11.2 5,563 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 4,537 23.6 3,193 29.5 580 17.1 347 11.9 417 19.6 4,864 25.3 3,395 31.4 530 15.6 375 12.9 564 26.5 6 40 26.5 1.9 35 1.2 276 13.0	2,530 13.1 5,563 28.9 4,537 23.6 4,864 25.3 603 25.3	,		;			;	:	•	
5,563 28.9 2,966 27.4 1,371 40.4 806 27.6 420 19.7 4,537 23.6 3,193 29.5 580 17.1 347 11.9 417 19.6 64,26.5 4,864 25.3 3,395 31.4 530 15.6 375 12.9 564 26.5 68 40.2 2.5 11.8 1.1 63 1.9 35 1.2 276 13.0	5,563 28.9 4,837 23.6 4,864 25.3 602 2.5	1,055		20.3	549	18.8 1.0	238	11.2	0 (:
4,537 23.6 3,193 29.5 580 17.1 347 11.9 417 19.0 4,864 25.3 3,195 31.4 530 15.6 375 12.9 564 26.5 400 25 118 1.1 63 1.9 35 1.2 276 13.0	4,537 23.6 4,864 25.3 692 2.5	2,966		40.4	908	2/.6	024	7.61	0 (1
4,004 (2.1) 5.4 (1.1) 6.3 1.9 35 1.2 2.76	4,804 23.3	3, 193		1./1	34/		14	0. 4.	- 0	:
		811) Y	1.2	276	13.0	• •	: :

Characteristics M	Total	-	Anglo	10	Black	ck	Hispanic	nate	Other	er.	Not Reported	orte
	Number		Number	••	Number	*	Number	н	Number	*	Number	*
\$130,000 and Over									;		•	
	17,611 367	2.1	12,259 57	0.5	1,306	2.9	1,731 164	9.5	2,315 108	4.7	• •	1 1
Graduate	1,308	7.4	697	5.7	168	12.9	263	15.2	180	7.8	0	;
	3,891	22.1	2,566	20.9	426	32.6	519	30.0	380	16.4	•	;
	4,978	28.3	3,845	31.4	303	23.2	340	9.6	490 994	21.2	00	1
Graduate Degree or Higher Education Not Reported	6,618 449	37.6 2.5	4,958 136	1.1	32	2.4	28	1.6	253	10.9	• •	: :
Matched Appraised Value and Parents' Education Not Available												
	9.714		5,728		745		2,140		1,101		•	;
School	343	3.5	43	8.0	33	5.2	233	10.9	78	2.5	0	:
High School Graduate	847	8.7	330	8.8	86	13.2	353	16.5	99	0.9	0	1
	2.118	21.8	1,144	20.0	246	33.0	569	26.6	159	14.5	0	:
Rachelor/4 Tear Degree	2,294	23.6	1,617	28.2	144	19.3	363	17.0	170	15.4	0	:
her3	3,658	37.7	2,488	43.4	197	26.5	592	27.6	381	34.6	0 (:
	424	4.7	106	8. 1.	21	2.8	30	1.4	767	2/.0	•	i

Table 81: Number and Percent of Studente in Texae Taking the SAT by Assessed Value of Residential Property per Student in School District of Residence by Parente' Income by Parente' Education by Race/Ethnicity, 1995-96

	Total	ם	Anglo	Jo	Black	ck	Hispanic	inte	Other	er	Sthmicity Not Reported	ity
Characteristics	Number	*	Number	*	Number	*	Number	*	Number	*	Number	*
Assessed Value												
\$1-\$49.999 Parents' Income												
<pre><pre>c330,000 Parente' Education</pre></pre>	4,193	29.4	909 49	7.0	568 74	13.0	2,518 1,040	41.3	198 55	27.8	00	1
High School Graduate or Equivalent Some College Bachelor/4 Year Degree Graduate Degree or Higher Education Not Reported	1,095 1,290 296 250 29	26.1 30.8 7.0 6.0	236 139 139 85 3	26.0 15.3 0.3	165 242 43 37 7	29.1 42.6 7.6 6.5	645 609 99 108 17	25.8 24.2 0.4 7.9	2 S L S 2 S 2 S 2 S 2 S 2 S 2 S 2 S 2 S	24.7 28.8 7.6 10.1 1.0	••••	11111
Parente' Income \$30,000-\$49,999 Parente' Education Total <81gh School	2,218	9.0	1,141	2.0	173	5.2	802 70	7.8	102 8	7.8	••	;
High School Graduate or Equivalent Some College Bachelor/4 Tear Degree Graduate Degree or Higher Education Not Reported	867 847 830 847 17	21.1 38.2 19.3 15.6	239 434 244 193	21.0 38.0 21.4 16.9	25 25 25 25	20.8 38.7 19.6 14.5	175 305 134 112 6	21.8 38.0 16.7 0.8	17 41 18 17 1	16.7 40.2 17.6 16.7 1.0	00000	11111
Parents' Income \$50,000-\$59,999 Parents' Education Total <81gh School	703 11	1.6	429 S	1.2	<u>8</u>	0.0	184 2	2.7	36	2.8	••	11
High School Graduate or Equivalent Some College Bachelor/4 Tear Degree Graduate Degree or Higher Education Not Reported	86 256 203 144 3	12.2 36.4 28.9 20.5	55 162 112 95 0	12.8 37.8 26.1 22.1	25 14 1 1	14.8 46.3 25.9 11.1	18 56 71 33 1	30.8 38.6 17.9 0.6	2 E & E L	13.9 36.1 16.6 27.8 2.8	00000	11111
Parente' Income \$60,000-\$79,999 Parente' Education Total	764	. 60	430 3	0.7	58 1	1.7	243	80	33 1	o. m	••	. 11
High School Graduate or Equivalent Some College Bachelori 4 Tear Degree Graduate Degree or Higher Education Not Reported	66 211 212 266 2	227.6 94.8 0.3 8.8	34 113 118 161	7.9 27.4 37.5 0.2	20 15 16	8.6 34.5 25.9 27.6 1.7	22 0 78 0 0	10.3 28.8 28.0 32.1 0.0	8 11 0	33.3 33.3 0.0	00000	11111

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	Total		Anglo	9	Black	송	Hispanic	ntc	Other	u l	Ethnicity Not Reported	ity
Characteristics	Rumber	*	Number	•	Number	ĸ	Number	*	Number	*	Number	*
Parents' Income \$80,000-\$100,000					,							
Parents' Education	"7"		170		16		72		•		•	:
Total	3.5	1.1	7	1.2	20	0.0	:	1.3	. 0	0.0		:
High School Graduate or Equivalent	23	4.8	21	æ æ.	0	0.0	∞	10.4	0	0.0	•	:
Some College	8	19.5	37	21.8	m v	18.8	21 2	15.6	→ c	1.1	0 0	: :
Bachelor/4 Tear Degree Graduate Degree or Eigher	69 123	\$ 2.5 4 2.5	\$ 6 6	67.7 40.6	n ee	50.0	38	49.3		88.9		: ;
Education Not Reported	-	4.0	-	9.0	•	0.0	0	0.0	5	0.0	5	1
Parente' Income More than \$100,000												
Parents' Education	i				•		S		9		c	;
Total	214 3	1.4	6	0.0	. 0	0.0	2 2	3.8	9 -	9.6	• •	: :
High School Graduate	01	4.7	7	5.2	-	12.5	-	1.9	-	5.6	0	;
Some College	34	15.9	22	16.3	~	25.0	6	17.0	⊶,	9.8	0 (:
Bachelor/4 Tear Degree	& 6	31.8	\$.	33.3	~	25.0 37.5	S 2	28.3 49.0	·• •	33.5 20.0	00	: :
Graduate Degree of Anguer Education Not Reported	20	0.0	;°	0.0	0	0.0	°	0.0		0.0	•	:
Parente' Income Not Reported												
Parente' Education	į		:		;				:		•	
Total Gigh School	584 60	10.3	199	3.5	22	14.3	184 41	22.3	131	1.5	•	::
High School Graduate or Equivalent	105	18.0	35	17.6	19	27.1	45	24.5	•	4.6	0	:
Some College	137	23.4	20 A	32.7	7 20	28.6 10.0	46 14	25.0 7.6	~ ~	4. 6	00	::
Graduate Degree or Higher Education Not Reported	នេន្ត	26.2	12 30	15.1 8.5	· v a	7.1	21 22	8.1 12.5	104	3.8	• •	11
Assessed Value												
\$50,000-\$69,999												
Parente' Income <\$30,000												
Parents' Education	608.9		1.668		677		2,007		457		•	:
Giggs School	918	19.0	81	4.9	09	6.8	069	34.4	48	18.4	•	:
High School Graduate or Equivalent	1,295	26.9	473	28.4	183	27.0	549 544	27.3	90	19.7	00	::
Some College Bachelor/4 Tear Degree Oredesta Daorea of Hober	5,075 515 878	10.7	251 163	0.8	8 8 8	10.2	1118	2.8 2.8	8 4 8 4 1 9 1 9 1 9 1 9 1 9 1 9 1 9 1 9 1 9 1	18.4	• • •	::
Education Not Reported	35	0.7	•	5.0	4	9.0	17	6.0	v.	1.1	•	:

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	Total	7	Anglo	و	Black	*	Hispanic	nte	Other	Į,	Ethnicity Not Reported	ity rted
Characteristics	Number	*	Rumber	*	Number	*	Number	*	Number	*	Number	*
Parente' Income \$30,000-\$49,999												٠
Parents' Education Total <81sh School	3,843 121	3.1	2,408	1.4	308	9.0	831 68	8.2	296 18	6.1	00	::
High School Graduate or Equivalent	698	18.2	434	18.0	48 121	15.6 39.3	170 368	20.4	3 2	15.5	00	11
Some College Bachelor/4 Tear Degree Graduate Degree or Higher Education Not Reported	763 664 21	19.8 17.3 0.6	513 408 9	21.3 16.9 0.4	67 49 0	23.7 20.8 0.0	107 109 9	12.9 13.1 1.1	70 83 3	23.7 28.0 1.0	000	111
Parenta' Income \$50,000-\$59,999 Parenta' Education Total	1,354	:	888		47		202	5 ,	O #	์ ผ	00	::
<pre><bigh bigh="" graduate="" graduate<="" school="" td=""><td>201 449 553</td><td>26.28 26.28 1.26.12</td><td>252 252 253 253</td><td>15.3 26.0</td><td>, ដើងដ</td><td>20 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6</td><td>22.2</td><td>15.8 35.2 26.7</td><td>22 27 30</td><td>7.8 30.0</td><td>0000</td><td>::::</td></bigh></pre>	201 449 553	26.28 26.28 1.26.12	252 252 253 253	15.3 26.0	, ដើងដ	20 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	22.2	15.8 35.2 26.7	22 27 30	7.8 30.0	0000	::::
Graduate Degree or Higher Education Not Reported	327 7	0.5	ฉี	0.1	3 4	2.7	3 =	1.5	?-	1:1		:
Parente' Income \$60,000-\$79,999 Parente' Education Total <81gh School	1,547	8.0	1,166	0.1	87 0	0.0	20 <i>7</i> 5	2.4	87	2.3	00	::
High School Graduate or Equivalent Some College Bachelor/4 Tear Degree Graduate Degree or Higher Education Not Reported	140 458 508 2	9.1 29.6 27.9 32.8 0.1	102 339 398 395	29.1 28.1 33.9 0.1	28 2 8 0 28 0	32.2 32.2 0.0	23 24 1 1	14.0 24.6 23.7 0.5	35234 0 0 6 23 4	26.6 25.3 41.4 0.0	0000	:::::
Parente' Income \$80,000-\$100,000 Parente' Education Total	539	4.0	420 1	0.5	21 0	0.0	5.4	1.8	40	0.0	••	::
High School Graduate or Equivalent Some College Bachelor 4 Tear Degree Graduate Degree or Higher Education Not Reported	23 105 - 159 248 2	29.2 29.5 46.0 4.0	16 76 130 · 196	3.8 18.1 31.0 46.7 0.2	10470	4.8 42.9 19.0 38.3 0.0	ស ដ្ ដីដីខ្លួ	27.3 27.8 38.8 0.0	10 27 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2.3 22.7 61.4 2.3	0000	11111

Parenter latered Parenter P		Tot	7	Anglo	Jo	Black	농	Hispanic	nfc	Other	er	Rthnicity Not Reported	city
ttion 1	Characteristics	Number	*	Rumber	*	Number	•	Number	•	Number	•	Number	*
Marchelland	Parents' Income More than \$100,000												
Decl. Contacts 15.1	Parente Education Total Gigh School	435 4	6.0	353 2	9.0	v	16.7	40	2.5	980	0.0	••	: :
### Degree or Eigher	or Equivalent Some College	23 68 13	4.8	18 53	5.1	006	000	eo v	20.0	4 6 7	5.6 19.4	000	ii
bool fortulate	Bachelor/4 lear Degree Graduate Degree or Eigher Education Not Reported	244 1	56.1 0.2	194 0	54.9 0.0 4.6.0	1 m 0	20.0	ามจ	62.5 0.0 0.0	- 5 T	61.1 2.8	000	: : :
Dool Creature bool Creature bool Creature bool Creature 1148 124 125 127 128 127 128 127 128 127 128 127 128 127 128 127 128 127 128 127 128 127 128 127 128 127 128 127 128 127 128 127 128 128	Parents' Income Not Reported Parents' Education Total Miles.com	1,017	4.	481 10	2.1	8 9		214 47	22.0	242 5	2.1	••	1 1
fiducation 4,295 15.8 15.8 63 3.4 61 8.3 1,322 35.3 74 19.4 61 665 15.5 63 15.5 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 63 15.6 64 17.8 64 10.2 11.8 10.1 10.2 10.2 11.8 10.1 10.2 10.2 10.2 10.2 10.2 10.2 10.2	High School Graduate or Equivalent Some College Bachelor/4 Tear Degree Graduate Degree or Higher Education Not Reported	148 242 160 126 276	14.6 23.8 15.7 12.4 27.1	75 119 84 48	15.6 30.1 24.7 17.5	28 12 . 14 .	18.7 35.0 15.0 10.0	2024 2024 30024	22.4 25.2 10.3 9.4	10 15 7 14 191	4 6 6 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	00000	11111
mode 4,295 1,852 739 1,322 38.2 19.4 hool Graduate 665 15.5 63 3.4 61 8.3 467 35.3 74 19.4 coll Carduate 994 23.1 405 21.9 203 27.5 309 23.4 77 20.2 Jegree or Higher 550 12.8 319 17.2 69 47.5 37 28.3 101 26.4 Jegree or Higher 550 10.5 275 14.9 49 6.6 77 5.8 49 12.8 Degree or Higher 27 0.6 10 0.5 3 0.4 6 0.5 8 2.1 Degree or Higher 27 0.6 10 0.5 3 0.4 6 0.5 8 2.1 Degree or Higher 30 3.2 3.4 3.6 3.5 3 3.7 3.9 Hool 30 2.3 2.94	sessed Value	٠											
Oraduate 994 23.1 405 21.9 203 27.5 309 23.4 77 20.2 Ber 1,609 37.5 780 42.1 354 47.9 374 28.3 101 26.4 For Degree 550 12.8 319 17.2 69 9.3 89 6.7 73 19.1 56.4 50 10.5 10.5 17.2 69 9.3 89 6.7 73 19.1 50.4 50 10.5 10.5 10.5 10.5 10.4 6.6 77 5.8 49 12.8 19.1 50.4 6.0 0.5 8 2.1 10.8 10.5 10.5 10.5 10.5 10.5 10.5 10.5 10.5	0,000-899,999 Parents' Income <\$30,000 Parents' Education Total <### Cital	4, 295 665	2.51	1,852 63	હ 4.	739 61	۳ ش	1,322	35.3	382 74	19.4	••	::
tion 4,262 2,946 361 688 267 4.9 0 and a constraint and a	High School Graduate or Equivalent Some College Bachelor/4 Year Degree Graduate Degree or Higher Education Not Reported	994 1,609 550 450 27	23.1 37.5 12.8 10.5	405 780 275 10	21.9 42.1 17.2 14.9 0.5	203 354 69 49	27.5 47.9 9.3 6.6	309 374 89 77	23.4 6.7 6.7 0.5	77 101 73 8 8	20.2 26.4 19.1 12.8	00000	11111
631 14.8 388 13.2 42 11.6 164 23.8 37 13.9 1,773 41.6 1,221 41.4 178 49.3 280 40.7 94 35.2 947 22.2 711 24.1 74 20.5 109 15.8 53 19.8 799 18.7 592 20.1 56 15.5 83 12.1 68 25.5 16 0.4 8 0.3 5 1.4 1 0.2 2 0.7	Parente' Income \$30,000-\$49,999 Parente' Education Total <bigh school<="" td=""><td>4,262 96</td><td>. 23</td><td>2,946 26</td><td>6.0</td><td>361 6</td><td>1.7</td><td>688 51</td><td>7.4</td><td>267 13</td><td>4. 0.</td><td>••</td><td>::</td></bigh>	4,262 96	. 23	2,946 26	6.0	361 6	1.7	688 51	7.4	267 13	4. 0.	••	::
	High School Graduate or Equivalent Some College Bachelor/4 Year Degree Graduate Degree or Higher Education Not Reported	631 1,773 947 799 16	14.8 41.6 22.2 18.7 0.4	388 1,221 711 592 8	13.2 41.4 24.1 20.1 0.3	42 178 74 56	11.6 49.3 15.5 1.4	164 280 109 83	23.8 40.7 15.8 12.1	6 8 8 6 8 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	13.9 35.2 19.8 25.5	00000	:::::



Table 81, continued

ontinued
Table 81, c

	Total	7	Anglo	2	Black	¥	Hispanic	nte	Other	i e	Ethnicity Not Reported	ity
Characteristics	Number	*	Number	×	Number	ĸ	Number	*	Number	*	Number	*
Parents' Income \$50,000-\$59,999												
Parents' Education Total	1,719		1,323		97		199		100		0	+
digh School	11	9.0	4	0.3	0	0.0	8	0.1	5	2.0	0	•
or Equivalent	153	6.6	100	8.2	2;	10.3	82	13.1	∞ ε	0.6	0 (·
Some College Bachelor/4 Tear Degree	483	28.1	385	28.1	3 83	7 6 7 7 6 7 7 6 7	12	21.1	323	27.0	00	1 1
Graduate Degree or Higher Education Not Reported	462 3	26.9 0.2	355 1	26.8 0.1	24	24.7	47	 0s	36 1	1.0	00	•
Parents' Income \$60,000-\$79,999												
Parents' Education Total	2.212		1.732		132		241		107		•	•
Atth School	7	0.3	4	0.2	0	0.0	-	0.4	8	1.9	0	1
High School Graduate or Aquiyalent	146	9.9	108	2,6	o \$	6.8	25	9.1	۲,	6.5	00	•
Some College Bachelor/4 Tear Degree	702	31.7	556	32.1	36.	27.3	32	29.9	38	35.5	• •	
Graduate Degree or Higher Education Not Reported	796 10	36.0 0.5	625 8	36.1 0.5	25 1	39.4 0.8	0	32.0	45 1	39.3	00	•
Parents' Income \$80,000-\$100,000			-									
Parente Education	. 600		208		¥.		62		43		c	
TOTAL (#1gh School	3 6	0.3	3~	0.2	30	0.0	0	0.0	} -	2.3		1
High School Graduate or Equivalent	34	3.5	78	3.2	-	2.9	4	5.1	m	7.0	0	•
Some College	167	17.0	138	7.92	~;	20.0	41.0	17.7	.	18.6	0 0	1
Bachelor/4 Year Degree Graduate Decree or Hicher	292 481	7.67 49.0	408 409	49.6	: =	31.4	2.4	2 Z	2 2	. 5 . 5 . 5	0	٠.
Education Not Reported	'n	0.5	4	0.5	0	0.0	0	0.0	-	2.3	•	1
Parents' Income More than \$100,000												
Parents' Education Total	1,028		870		50.		69		69		•	•
digh School	6	8.0	•	9.0	•	0.0	m	4.4	0	0.0	0	1
or Equivalent	23	2.8	ដូន	2.6	7 8	5.0	20	7.2	0-	0.0	00	' '
Bachelor/4 Tear Degree	267	26.0	237	27.3	1 10 9	30.0	·~:	10:	11	24.6		1
Graduate Degree or Eigher Education Not Reported	612 4	5.65 2.0	208 7	58.4 0.2	2 -	0.0	4 0	8.0°	, ,	72.4	0 6	i

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	Tota	뎧	Anglo	2	Black	ck	Hispanic	nic	Other	ē.	Ethnicity Not Reported	ifty orted
Characteristics	Rumber	 *	Rumber	*	Number	*	Rumber	×	Number	*	Rumber	K
Parents' Income Not Reported Parents' Education		-										
Total (High School	1,127	4.0	671 11	1.7	25 ~	8.4	143 22	15.4	208	3.4	• •	::
Eigh School Graduate or Equivalent Some College Bachelor/4 Tear Degree	131 266 189	23.6 16.8	70 184 147	27.4	19 35 15	18.1 14.3 14.3	38 15 15	22.4 26.5 10.5	5 6 5 8	447	0000	::::
Graduate Degree of alguer Education Not Reported	និនិ	23.0	, o	10.1	11	16.2	. 22	15.4	152	73.1	•	:
Assessed value \$100,000-\$129,999												
Parents' Income <\$30,000												
Parents' Education Total <eigh school<="" th=""><td>5,442</td><td>18.1</td><td>1,523</td><td>2.6</td><td>1,828 136</td><td>7.4</td><td>1,397</td><td>46.4</td><td>694 161</td><td>23.2</td><td>••</td><td>::</td></eigh>	5,442	18.1	1,523	2.6	1,828 136	7.4	1,397	46.4	694 161	23.2	••	::
High School Graduate or Equivalent	1,265	23.2	338	22.2 37.7	500 841	27.4	290 315	20.8 22.5	137	19.7	••	::
Sachelor/4 Tear Degree Graduate Degree or Eigher Education Not Reported	527 527 49	9.7	316 247 9	20.7 16.2 0.6	205 123 23	11.2 6.7 1.3	6 6 8 6	440 e.e.o.	111 90 8	18.0 13.0 1.2	000	:::
Parents Income \$30,000-\$49,999 Parents Education Total	4,562	-	2,549	ģ	747	17	754	15.0	512 38	7.4	••	: :
Angn School Graduate			ן נ		2		143	21.5	. S	12.7	c	;
or Equivalent Some College Bachelor/4 Year Degree Graduate Degree or Higher	1,664 1,052 949	20.02 20.03 20.03 20.03 20.03	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	25.5 27.0 21.6 2.9 2.9	170 157 157	222.2	282	38.1 13.1 11.9	134 129 144	28.1.2.2.4. 0.1.2.2.4.		1111
Parente' Income \$50,000-\$59,999	1	}	ì		ı							
Parents' Education Total (#1gh School	1,806 12	0.7	1,281	9.0	208	0.0	190	1.6	127	1.6	••	11
High School Oraduate or Equivalent Some College Bachelor/4 Year Degree Graduate Degree or Higher	167 586 531 500	9.2 29.4 27.7 0.6	109 418 397 342 8	32.6 31.0 26.7 0.6	18 65 67 1	33.2 25.5 32.5 0.5	8 7 4 4 0 2 £ 2 0	15.8 37.9 22.6 22.1	10 27 38 49	21.2 29.9 38.6 0.8	••••	11111
פתתכשרות מתר עשלתי בכי	•		ı									

Table 81, continued

	Total	ם	Anglo	lo	Black	ايد	Hispanic	nte	Other	er	Ethnicity Not Reported	1ty orted
Characteristics	Rumber	 •	Number	*	Number	*	Number	*	Number	*	Number	*
Parente' Income \$60,000-\$79,999												
Parents' Education Total <81sh School	2,809	0.5	2,110 5	0.2	237 1	4.0	264 8	3.0	198 0	0.0	••	1 1
High School Graduate or Equivalent Some College Bachelor/4 Year Degree Graduate Degree or Higher Education Not Reported	10 90 10 10 10	88.5 88.1 85.1 0.4	124 518 716 7	5.9 33.9 35.1 0.3	111 63 79 82	33.36.4 34.6.4 34.6.4 4.6.4	29 70 70 70	29.9 28.9 28.8 0.8	4 5 2 4 4 6 4 6 4 6 4 6 6 4 6 6 6 6 6 6 6 6	2.0 14.7 32.3 51.0	00000	11111
Parente' Income \$80,000-\$100,000 Parents' Education	;				3		8		;		•	
Total	1,404	0.5	1,134	0.3	g 0	0.0	2 4	2.1	7 7	2.2	•	1 1
High School Graduate or Equivalent som College Bachalor 4 Year Degree Graduate Degree or Higher Education Not Reported	45 232 471 642 7	33.6 33.6 45.7 0.5	35 192 390 510 4	3.1 16.9 34.4 45.0 0.3	. 2 4 2 2 2 2	2.3 30.2 48.9 2.3	30 17 0 38 0 38 0	818.00 4.8.00 6.00	2 6 2 2 7 1	2.2 9.9 27.5 57.1	00000	11111
Parents' Income More than \$100,000 Parents' Education Total Gigh School	1,618	4.0	1,390	0	& 0	0.0	00	0.0	120	1.7	••	::
High School Graduate or Equivalent Some College Bachelor'4 Year Degree Graduate Degree or Higher Education Not Reported	27 154 896 1	1.7 9.5 32.9 55.4 0.1	21 133 478 753 0	3.9 1.5 5.4.4 0.0	0 2 2 2 0	0.0 13.2 26.3 60.5	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	10 23 81 1	2.5 8.3 67.5 0.8	00000	1111
Parents' Income Not Reported Parents' Sducation Potal <pre>Global</pre>	1,609	8. 4.	824 3	4.0	249 11	4.4	150	21.4	386 8		••	11
High School Graduate or Equivalent Some College Bachelori 4 Year Degree Graduate Degree or Higher Education Not Reported	170 321 351 351	10.6 19.9 21.8 24.4	71 188 242 245 75	8.6 22.8 29.4 9.1	3 3 4 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	21.3 31.7 14.9 14.5	5 1 3 2 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	19.3 20.0 10.0 15.3	17 24 27 47 263	4.4 7.0 12.2 68.1	00000	11111

	Total	Į.	Anglo	<u>9</u>	Black	광 	Hispanic	inte	Other	ų.	Sthnicity Not Reported	city
Characteristics	Number	*	Number	*	Number	*	Number	ĸ	Number	*	Number	*
Assessed Value				ļ.							•	
\$130,000 & over Parents' Income												
Parents' Education Total (Eligh School	2,962 266	9.6	1,325 31	2.3	476 32	6.7	589 129	21.9	572 74	12.9	••	::
High School Graduate or Equivalent Some College Bachelorf 4 Year Degree Graduate Degree or Higher Education Not Reported	533 1,012 610 522 19	18.0 26.6 17.6 0.6	201 491 347 251	15.2 37.1 26.2 18.9 0.3	110 180 77 72 5	23.1 37.8 16.2 15.1 1.1	132 200 57 65 6	22.4 34.0 9.7 11.0	90 141 129 134 4	24.7 22.6 23.4 0.7	00000	11111
Parents' Income \$30,000-\$49,999 Parents' Education Total <81gh School	3,518 60	1.7	2,293	9.0	347 4	1.2	415 26	6.3	463 17	3.7	••	11
High School Graduate or Rudvalent Some College Bachelor/4 Tear Degree Graduate Degree or Higher Education Not Reported	346 1,160 948 23	22.0 24.0 26.9 0.7	199 749 694 623 15	32.6 30.3 27.2 0.6	31 134 103 74	8.9 29.7 21.3 0.3	68 162 70 86 3	16.4 16.9 20.7 0.7	48 115 114 165 4	10.4 24.8 35.6 0.9	0000	11111
Parents' Income \$50,000-\$59,999 Parents' Education Total <81gh School	1,771	9.	1,299	0.2	103	0 *0 ·	154	1.9	2115	8.	••	11
High School Graduate or Equivalent Some College Bachelor/ / Tar Degree Graduate Degree or Higher Education Not Reported	109 452 566 566 5	25.5 32.0 35.5 0.3	339 . 428 . 454 3	2 5.6 33.0 34.9 0.2	33 27 43 0	29.1 26.2 41.8 0.0	3 4 2 3 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	12.3 32.5 25.3 0.7	95 95 1	6.5 32.1 42.8 0.5	0000	11111
Parents' Income \$60,000-\$79,999 Parents' Education Total <elgh school<="" td=""><td>3,030</td><td>6.0</td><td>2,309</td><td>0.2</td><td>173 1</td><td>9.0</td><td>228 1</td><td>4.0</td><td>320 3</td><td>6.0</td><td>••</td><td>11</td></elgh>	3,030	6.0	2,309	0.2	173 1	9.0	228 1	4.0	320 3	6.0	••	11
Righ School Graduate or Equivalent Some College Bachelor/4 Year Degree Graduate Degree or Higher Education Not Reported	136 576 988 1,317	4.5 19.0 43.5 0.1	4 4 9 4 9 4 9 4 9 4 9 4 9 4 9 9 9 9 9 9	19.2 33.3 62.3 0.1	3 47 51 70 1	1.7 27.2 29.5 40.4 0.6	22 44 74 0	932 8 932 8 932 8 933 8	15 28 80 80 194 0	8.8 25.0 60.6 0.0	00000	11111

Table 81, continued

Rumber 2 Rumber 2 Rumber 3 Rumber Rumber <th></th> <th>Total</th> <th>7</th> <th>Anglo</th> <th>10</th> <th>Black</th> <th>k</th> <th>Hispanic</th> <th>ntc</th> <th>Other</th> <th>i i</th> <th>Rthnicity Not Reported</th> <th>1ty orted</th>		Total	7	Anglo	10	Black	k	Hispanic	ntc	Other	i i	Rthnicity Not Reported	1ty orted
1,971 1,634 0.1 0.0 0.0 0.0	Characteristics	Number	K	Rumber	×	Rumber	ĸ	Rumber	*	Number	*	Rumber	ĸ
muduate 46 2.3 38 2.3 1 1.6	Parents' Income \$80,000-\$100,000			•									
### ### ### ### ### ### ### ### ### ##	Parente' Education Total	-		1,634	1.0	40	0.0	113	0.0	160	0.0	00	1 1
To begree 650 12.1 199 12.2 16 25.0 10 8.8 To Righer 1,025 52.0 835 33.9 18 28.1 39 34.5 Reported 1,025 52.0 83 53.9 18 28.1 39 34.5 Reported 2,01 2,420 46 0.0 1 0.9 To Begree 6 6.2 59.9 1,427 59.0 33 71.7 75 55.6 Reported 7 0.3 7 0.3 7 0.3 7 0.0 0.0 1 1.0 4 4.1 To Begree 7 6 6.2 54 6 13.3 144 14.7 15 15 15.4 To Begree 8 6.2 54 6 13.3 144 14.1 15.4 15.5 15.6 To Righer 96 6.2 54 6.1 15 15 15.4 15.5 15.6 To Righer 96 6.2 54 6.1 15 15 15.4 15.5 15.6 To Righer 96 6.2 54 6.1 15 15.4 15.5 15.6 To Righer 96 6.2 54 6.1 15 15.4 15.5 15.6 To Righer 96 6.2 54 6.1 15 15.4 15.5 15.6 To Righer 96 6.2 54 6.1 15 15.4 17.5 17.5 To Righer 96 6.2 54 6.1 15 15.4 17.5 17.5 To Righer 96 6.2 54 6.1 18 18.6 17 17.5 To Righer 96 6.2 54 6.1 18 18.6 17 17.5	High School Graduate or Routslent	' 9	2.3	38	2.3		1.6	m	2.7	4	2.5	•	1
Reported 1,025 52.0 833 51.0 29 45.3 60 53.1 Reported 10.5 8 0.5 0.5 0 0.0 1 0.9 Mature 2,810 0.1 2,420 0.0 46 0.0 1 0.7 Mutute 42 1.5 36 1.5 0 0.0 1 1 0.7 Exported 2,6 8.7 199 8.2 4 8.7 18 13.3 Exported 3,2 29.5 750 31.0 9 19.6 38 22.2 Exported 1,5 49 1,427 59.0 33 71.7 75 55.6 Exported 1,5 49 1,0 979 97 0.0 0 0.0 0.0 Mutute 96 6.2 54 5.5 1 1.0 4 4 4.1 Exported 2,6 13.3 144 14.7 15 15 15.4 23 23.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 17.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 288 29.4 18 18.6 20 20.7 Exported 354 22.9 28.8 29.4 18 18.6 20 20.7 Exported 354 22.9 28.8 29.4 18 18.6 20 20.7 Exported 354 22.9 28.8 29.4 18 18.6 20 20.7 Exported 354 22.9 28.8 29.4 20.1 18 18.6 20 20.7 Exported 354 22.9 28.8 29.4 20.1 18 18.6 20 20.7 Exported 354 22.9 28.8 29.4 20.1 18 18.6 20 20.7 Exported 354 22.9 28.8 29.4 20.1 18 18.7 Exported 354 22.9 28.8 29.4 20.1 18 18.7 Exported 354 22.9 28.8 29.4 20.1 18 18.7 Exported 354 22.9 29.8 29.4 20.1 18 18.7 Exported 354 22.9 28.8 29.4 20.1 18 18.7 Exported 354 22.9 29.8 29.4 20.1 18.7 Exported 355 20.7	Some College Rachelor/4 Year Degree	239 650	12.1 33.0	199 555	12.2 33.9	91 81	25.0 28.1	10 39	34.5	14 38	.8.8 23.7	00	1 1
Aduate 42 1.5 36 1.5 0 0.0 1 0.7 1 0.7 1 0.7 1 0.7 1 0.7 1 0.7 1 0.7 1 0.1 1 0.7 1 0.1 1 0.7 1 0.1 1 0.7 1 0.1 1 0.7 1 0.1 1 0.7 1 0.1 1 0.1 1 0.7 1 0.1 1 0	Graduate Degree or Higher Education Not Reported	1,025 10	\$2.0 0.5	833 8	\$1.0 0.5	0 0	65.3	90 1	53.1	103 1	64.4 0.6	00	11
trion 2,810 2,820 46 10 0raduate 42 1.5 36 1.5 36 1.5 37 1.5 38 38 38 38 38 38 38 38 38 3	Parente Income More than \$100,000								•				
Octaminate	Parents' Education Total	2,810		2,420	•	94	•	135		509	•	0.	1
lent 42 1.5 36 1.5 0 0.0 3 2.2 2.6 8.7 18 13.3 8.2 8.2 8.2 8.7 18 13.3 28.2 8.2 8.7 18 13.3 28.2 8.2 8.2 9.5 750 9.1 9.6 33 71.7 75 55.6 9.0 9.1 9.6 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0	<pre><bigh graduate<="" high="" pre="" school=""></bigh></pre>	∢	0.1	-	0.0	•	0.0	-	\. 0	7	0.1	5	!
Tear Degree 829 29.5 750 31.0 9 19.6 38 28.2 gree or Higher 1,682 59.9 1,427 59.0 33 71.7 75 55.6 or Righer 1,682 59.9 1,427 59.0 33 71.7 75 55.6 or Righer 1,549 979 97 97 97 97 97 0.0 or Graduate 96 6.2 54 5.5 20 20.6 16.5 16.5 16.5 16.5 16.5 16.5 16.5 16	or Equivalent	42 266	1.5	36	1.5	0 4	0.0	د 81	13.3	~ ຊ	12.0	00	: :
trion 1,549 979 97 1.0 97 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.	Bachelor/4 Tear Degree	828	29.5	750	31.0	. ש נ	19.6	38 2	28.2	32	15.3	00	1 3
1,549 979 97 97 4.1 Oraduate 96 6.2 54 5.5 20 20.6 16 16.5 Tent 206 13.3 144 14.7 15 15.4 23 23.7 Test Degree 354 22.9 288 29.4 18 18.6 20 20.7 Gree of Higher 496 32.0 32.0 32.0 40.1 18 18.6 17 17.5	Graduate Degree of Aigner Education Not Reported	7,001		7, 17		30	0.0	í.	0	0		• •	1
1,549 979 97 97 4.1 uate 96 6.2 54 5.5 20 20.6 16 16.5 206 13.3 144 14.7 15 15.4 23 23.7 Degree 354 22.9 288 29.4 18 18.6 20 20.7 or Higher 96 32.0 97 97 40.1 18 18.6 17 17.5	Parents' Income Not Reported							r					
School Graduate 1.0 5 0.5 1 1.0 4 4.1 5chool Graduate 96 6.2 54 5.5 20 20.6 16 16.5 5dutyalent 206 13.3 144 14.7 15 15.4 23 23.7 20.7 4 Tear Degree 354 22.9 288 29.4 18 18.6 20 20.7 4 Degree or Higher 496 32.0 32.0 32.0 32.0 32.0 32.0 32.0 32.0	Parente' Education Total	1,549		979		97		97		376		•	;
96 6.2 54 5.5 20 20.6 16 16.5 206 13.3 144 14.7 15 15.4 23 23.7 354 22.9 288 29.4 18 18.6 20 20.7 18 18.6 17 17.5 19.5 9.5 9.5 9.5 9.5 9.5 9.5 9.5 9.5 9.5	Algh School	16	1.0	so .	0.5	-	1.0	4	4.1	•	1.6	0	1
206 13.3 144 14.7 15 15.4 23 23.7 354 22.9 288 29.4 18 18.6 20 20.7 her 496 32.0 392 40.1 18 18.6 17 17.5 38 25 25.8 17 17.5	High School Graduate or Equivalent	96	6.2	54	5.5	50	20.6	91	16.5	• ;	1.6	0	;
her 496 32.0 392 40.1 18 18.6 17 17.5	Some College	506	13.3	144	14.7	5 5	4.5	5 23	23.7	7 7	4.0	0 0	;
30 30 30 30 30 30 30 30 30 30 30 30 30 3	Bachelor/4 Year Degree	304	22.9	362	4.67 60.1	9 5	18.6	27	17.5	0 69	18.3	• •	: :
C:/T /T 0:C7 C7 0:C 0:C 0:H7 T0:C	Sducation Not Reported	381	24.6	96	8.	ង	25.8	12	17.5	243	9.49	0	1

Table 81, continued

The second of the second

	Total		Anglo		Black	,	Hispanic	9	Other	H
Characteristics	Number	н	Number	×	Number	×	Number	x	Number	н
Persons in Households that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree	4,060,526	78.3	1,759,603	8.99	567,765	88.2	060,526 78.3 1,759,603 66.8 567,765 88.2 1,658,760 92.8 74,398 60.8	92.8	74,398	8.09

7. F)

Number and Percent of Persons Under 25 Years of Age in Households in Texas that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income is Less than \$35,000 by Race/Ethnicity, 1995-96 Table 83:

	Total		Anglo		Black	ᅶ	Hispanic	ļc 1	Other	i e
Characteristics	Number	ĸ	Number	ĸ	Number	н	Number	z	Number	×
Persons in Households that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree or the Household	107 976 7	v 6	276 701 90 6 1 00 1 60 1 60 1 60 1 60 1 60 1	, cr	601 630	6	600	0		· c
Income (432) occ	417101714	7.70	717071000	۲.7/	771175	21.7	1,093,033	4.0	02,043	2

Number and Percent of Persons Under 25 Years of Age in Households in Texas that are at 2007 of the Poverty Level or Below or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income is Less than \$35,000 by Race/Ethnicity, 1995-96 Table 84:

1. v

	Total		Anglo		Black		Hispanic	<u>ا</u> د	Other	 • •
Characteristics	Number	K	Number	ĸ	Number	K	Number	ĸ	Number	ĸ
Persons in Households that are at 200% of the Poverty Level or Below or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income <\$35,000	4,284,946	82.6	4,284,946 82.6 1,910,389 72.5 592,610 92.1 1,695,914 94.9 86,033 70.3	72.5	592,610	92.1	1,695,914	94.9	86,033	70.3

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Table 85: Number and Percent of Students in Texas who are Economically Disadvantaged or in Limited English Proficiency Programs by Race/Ethnicity, 1995-96

	Total		Anglo		Black	ĸ	Hispanic	1c	Other	er
Characteristics	Number	~	Number	. **	Number	**	Number	×	Number	ĸ
Total Number of Students	3,748,167	! 	1,739,613		536,386		1,375,896		96,272	
Students who are Economically Disadvantaged or in Limited English Proficiency	1,816,143	48.5	368,954 21.2	21.2	339,989	63.4	63.4 .1,064,052	77.3	43,148 44.8	44.8
Students who are Not Sconomically Disadvantaged nor in Limited English Proficiency	1,932,024 51.5	51.5	1,370,659 78.8 196,397	78.8	196,397	36.6	311,844	22.7	311,844 22.7 53,124 55.2	55.2

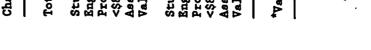
·}· ;

Number* and Percent of Students in Texas who are Economically Disadvantaged or in the Less than \$89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96 Table 86:

	Total		Anglo		Black	يد	Hispanic	o ₁	Other	H
Characteristics	Number	×	Number	R	Number	ĸ	Number	ĸ	Number	ĸ
Total Number of Students	3,742,608		1,737,049		535,572		1,373,904		96,083	
Students who are Economically Disadvantaged or in the <\$89,952 Total Assessed Property Value per Student Category	1,952,557 52.2	52.2	472,022	27.2	353,673	0.99	472,022 27.2 353,673 66.0 1,092,649	79.5	79.5 34,213 35.6	35.6
Students who are Not Economically Disadvantaged or in the <\$89,951 Total Assessed Property Value per Student Category	1,790,051	47.8	,790,051 47.8 1,265,027 72.8 181,899	72.8	181,899	34.0	281,255 20.5	20.5	61,870 64.4	64.4
*Values may not sum to the state		to mis	total due to missing values for some variables for some cases.	for sc	me variab]	es for	воше савев.			

Table 87: Number and Percent of Students in Texas in Limited English Proficiency Programs or in the Less than

Table 8/: Number and Fercent of Students in lexas in Limited English Froziciency Frograms of in the Less than \$89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96	seessed	Proper	ty Val	iexas in Lin ie per Stude	ired E	agory by R	ricienc ace/Eth	y Frograms nicity, 199	5-96	ne Less	cnan
		Total	!	Anglo		Black	צב	Hispanic	1	Other	e T
Characteristics	Number	ber	*	Number	*	Number	ĸ	Number	z	Number	7
Total	3,742,608	809		1,737,049		535,572		1,373,904		96,083	
Students in Limited English Proficiency Programs or in the <\$89,952 Total Assessed Property Value per Student Category	959	959,626 25.6	25.6	164,623	5.6	46,830	8.7	720,721	52.5	720,721 52.5 27,452 28.6	28.6
Students Not in Limited English Proficiency Programs or in the <\$89,951 Total Assessed Property Value per Student Category	2,782	2,782,982	74.4	1,572,426 90.5	90.5	488,742	91.3	653, 183	47.5	68,631	71.4
*Values may not sum to the state		1 due	to mis	total due to missing values for some variables for some cases	for sc	me variabl	es for	воте савев			



Number* and Percent of Students in Texas who are Economically Disadvantaged or in Limited English Proficiency Programs or in the Less than \$89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96 Table 88:

. . .

	Total		Anglo		Black	ايد	Hispanic	ย	Other	31
Characteristics	Number	×	Number	ĸ	Number	ĸ	Number	×	Number	ĸ
Total	3,742,608	-	1,737,049		535,572		1,373,904		96,083	
Students who are Economically Disadvantaged or in Limited English Proficiency Programs or in the <\$89,952 Total Assessed Property Value per Student Category	2,002,352 53.5	53.5	474,653 27.3	27.3	354,239	66.1	66.1 1,128,249 82.1	82.1	45,211 47.1	47.1
Students who are Not Economically Disadvantaged Nor in Limited English Proficiency Programs Nor in the <\$89,952 Total Assessed Property Value per Student Category	1,740,256 46.5	46.5	1,262,396 72.7 181,333	72.7	181,333	33.9	245,655 17.9	17.9	50,872 52.9	52.9
		1	seems and so the man and see for some seems to the cat of the	, ,	Tabasas om	£ 6				

*Values may not sum to the state total due to missing values for some variables for some cases.

Table 89: Students Completing the ACT*/SAT in Texas from School Districts with Assessed Residential Property Value of <\$70,000 per Student or Parents' Education Level Less than a Bachalor's Degree or Parents with Less than \$30,000 Income, 1995-96

	Total	18	Anglo	9	Black	بد	Hispanic	nte	Other	AT	Ethnicity Not Reported	Kthnicity ot Reported
Characteristics	Rumber		Number		Number	×	Number	×	Number	 *	Number	*
Total	141,282		80,094		14,351		29,111		13,581		4,145	
Studente Living in School Districts with Residential Assessed Value <\$70,000 OR Parents' Education Cachelors OR Parents' Income <\$30,000	85,514	60.5	40,662	50.8	10,689	74.5	24,273	83.4	7,838	57.7	2,052	49.5
Students Not Living in School Districts with Residential Officesed Value <\$70,000 Officesed Value (\$70,000 Officesed Value (\$1000)	55,768	39.5	39,432	49.2	3,662	25.5	4, 83, 84,	16.6	5,743	42.3	2,093	50.5

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Table 90: Comparison of Total Number of Persons, Minorities, and Blacks and Hispanics Eligible Using Alternative Criteria and Combinations of Criteria

Table Number	Criteria	Number of Eligibles	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Elspanic Population	Percent of Eligibles who are Black or Elspanic
1			Exc	Exclusive Criteria	a				
49	Persons Under Age 25 by Equational Income:								
	<\$35,0000	4,110,671	61.8	2,408,493	75.5	58.6	2,322,891	76.5	56.5
20	Persons Under Age 25 by Poverty Status:								
	Poverty Lavel and Below	1,580,663	23.8	1,160,694	36.4	73.4	1,131,821	37.3	71.6
	101-149% Powerty	788, 482	11.9	503,849	15.8	63.9	487,269	16.1	61.8
	150-200% Poverty	773,081	11.6	419,419	13.1	54.3	399,751	13.2	51.7
21	Persons Under Age 25 in Bouseholds with Children by Level of Perents' Education:								
	Æigh School Graduate	1,198,070	18.0	1,010,158	31.7	84.3	989,073	32.6	82.6
	High School Graduate	1,246,131	18.7	655,498	20.5	52.6	636,325	21.0	51.1
	Some College	1,567,717	23.6	610,418	19.1	38.9	580,133	19.1	37.0
	Bachelor's Degree or Eigher	1,174,732	17.7	171,585	5.4	14.6	148,213	4.9	12.6
52	Persons Under Age 25 in Bouseholds with Children by Level of Parents' Education:								
	No College Degree	4,011,918	60.3	2,276,074	71.3	56.7	2,205,531	72.7	55.0
53	Persons Under Age 25 by Language Spoken at Home:								
	Language Other than English	1,511,406	22.7	1,397,986	43.8	92.5	1,319,050	43.5	87.3
54	Students by Property Value Per Student:								
	<\$70,000	1,510,388	40.3	947,057	47.2	62.7	925,403	48.4	61.3
55	Students by Level of School Performance:								
	Low Performing	101,532	2.7	62,337	3.1	61.4	60,443	3.2	59.5
S.	405	•	÷						

Table	i ir Criteria	Number of Eligibles	Percent of Applicable Population	Rumber of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hapanic Population	Percent of Eligibles who are Black or Hispanic
26	Studente by Responsibility Status:					,			
	Single Parent Students	2,489	0.1	1,903	0.1	76.5	1,889	0.1	75.9
	Pregnant Teen Students	1,666	0.0	1,183	0.1	71.0	1,170	0.1	70.2
	Work Study Students	2,340	0.1	643	0.0	27.5	628	0.0	26.8
57	Total Population Under Age 25 by Economic Region:								
	South Texas and Upper Rio Grande Regions	1,582,403	23.8	1,175,610	36.8	74.3	1,159,585	38.2	73.3
88	Total Population Under Age 25 by Metropolitan Status:								
	Metropolitan Central City	4,619,198	4.69	2,477,121	77.6	53.6	2,354,485	77.6	50.9
65	Studente Taking the ACT or SAT by Test Score:								
	≤820 on ACT	17,091	33.9	9,799	48.3	57.3	9,060	52.7	53.0
	≤820 on SAT	16,969	19.6	11,584	31.5	68.3	9,580	36.5	56.5
9	Students Taking the ACT/SAT by Test Scores above 1140 by Parents' income:								
	<\$30,000	5,072	3.7	2,108	3.4	41.6	1,410	3.2	27.8
	>\$100,000	3,940	2.9	699	1.2	17.0	261	9.0	9.9
2 .C	Persons Under Age 25 Below Poverty Level by Level of Parents' Education:								
_	Parente without College Degree	1,207,802	18.2	953,822	29.9	79.0	938, 157	30.9	7.77
62	Persons Under Age 25 in Single Perent Households:								
	Below Poverty Level	553,776	8.3	441,043	13.8	79.6	434,329	14.3	78.4

Table 90, continued



Table Number	e er Criteria	Number of Eligibles	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Highery
63	Persons Under Age 25 Below Poverty Level:								
	Speaking Lenguage Other than English at Home	571,267	9.6	553,143	17.3	8,90	636 070	,	
4	Persons Under Age 25 in Single Parent Households:				!		9/61/20	7:17	89. 60.
	Parent without College Degree	1,013,609	15.2	690,992	21.7	68.2	677,830	22.3	6,99
\$	Persons Under Age 25 with Parents without College Degree:								
	Speaking Language Other than English at Home	1,081,753	16.3	1,030,397	32.3	95.3	995,392	32.8	92.0
8	Persons Under Age 25 in Single Perent Households:								
	Speaking Language Other than English at Home	249,528	3.8	237, 150	7.4	95.0	231,017	7.6	. 95
67	Persons Under Age 25 in Single Parent Households Below Poverty Level:								
	Parents without College Degree	541,735	8.1	434,950	13.6	80.3	428,994	14.1	79.2
89	Persons Under Age 25 Below Poverty Level Parents without College Degree:			·					
	Speaking Lenguage other than English at Home	467,200	7.0	457,887	14.3	98.0	449,395	14.8	96.2
69	Persons Under Age 25 in Single Parent Households Below Poverty Level:								
	Speaking Language Other than English at Home	156,308	2.3	152,756	8.	97.7	150 025	•	
02	Persons Under 25 in Single Parent Households Parents without College Degree:							<u>;</u>	0.06
	Speaking Language Other than English at Home	239,929	3.6	229,677	7.2	7.56	224,772	7.4	93.7
•									



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Table	r Criteria	Number of Eligibles	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Hispanic	
12	Persons Under 25 in Single Parent Households Below Poverty Level Parents without College Degree:									
	Speaking Language Other than English at Home	153,808	2.3	150,532	4.7	97.9	148,228	4.9	96.4	
72	Students who are Economically Disadvantaged	1,754,401	8.9	1,388,276	69.1	79.1	1,356,331	70.9	77.3	
22	Students Participating in Limited English Proficiency Program	479,576	12.8	473,347	23.6	98.7	449,596	23.5	93.7	
74	Students in School Districts with an Assessed Property Value <\$72,126	398,876	10.6	329,610	16.4	82.6	326,823	17.1	81.9	
22	Students Participating in Limited English Proficiency Program and are Economically Disadvantaged	417,834	11.1	414,434	20.6	99.2	401,886	21.0	96.2	
*	Students in School Districts with <\$72,126 Assessed Property Value and are Economically Disadvantaged	299,079	6.8	273,173	13.6	91.3	271,924	14.2	6.06	
11	Students in School Districts with <\$72,126 Assessed Property Value and are in Limited English Proficiency Progrems	116,256	8. 1	115,741	ه. ه	9*66	115,388	0.	69.3	
78	Students in School Districts with <\$72,126 Assessed Property Value who are Economically Disadvantaged and Participate in Limited English Proficiency Programs	107,778	. 5	107,374	e,	9°66	107, 165	9.5	4.99	
. 62	Students Taking the ACT/SAT by Assessed Value of Residential Property in School Districts by Perents' Income:					·				į
	Property Value per Student <\$70,000 Parente' Income <\$30,000	19,055	13.9	13,508	23.7	70.9	12, 129	27.9	63.7	Q1
	Property Value per Student >\$130,000 Parents' Income >\$100,000	3,569	2.6	498	6.0	14.0	233	0.5	6.5	

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able humber	r Criteria	Number of Bligibles.	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Hispanic	
80	Studente Taking the SAT in School Districts with Assessed Value of Residential Property <\$70,000 by Parente' Education:									
	<pre><### school</pre>	2,559	1.9	2,322	4.1	90.7	2,142	4.9	83.7	
	High School Graduate/Equivalent	4,378	3.2	2,488	4.4	56.8	2,248	5.2	51.3	
	Some College	7,402	5.3	3,549	6.2	47.9	3,141	7.2	42.4	
	Bachelor's Degree and Above	7,604	5.5	2,786	4.9	36.6	2,145	4.9	28.2	
81	Students Taking the SAT by Property Value of School District by Parents' Income by Parents' Educational Level:									
	Property Value per Student <\$50,000 Parents' Income <\$30,000 <bachelor's degree<="" td=""><td>3,618</td><td>4.2</td><td>2,936</td><td>0. 8</td><td>81.1</td><td>2,775</td><td>10.6</td><td>7.97</td><td></td></bachelor's>	3,618	4.2	2,936	0. 8	81.1	2,775	10.6	7.97	
	Property Value per Student \$130,000 or more Parents' Income >\$100,000 <bachelor's degree<="" td=""><td>292</td><td> </td><td>99</td><td>0.2</td><td>19.2</td><td>23</td><td>0.1</td><td>7.9</td><td></td></bachelor's>	292	 	9 9	0.2	19.2	23	0.1	7.9	
			FPPV	Additive Criteria						
82	Persons Under Age 25 in Bouseholds at or below Poverty or Parents' Education Less than Bachelor's Degree	4,060,526	61.0	2,300,923	72.1	56.7	2,226,525	73.4	54.8	
8	Persons Under Age 25 in Households at or below Poverty Level Or Perents' Education Level is Less than Bachelor's Degree or Household Income <\$35,000	4,278,791	6.3 8.3	2,371,105	74.3	55.4	2,285,462	75.3	53.4	
8	Persons Under Age 25 in Households that are 200% of Poverty Level or Below or whose Parente' Education is Less than Bachelor's Degree or Household Income is <\$35,000	4,284,946	64.4	2,374,557	74.4	\$\$. \$.	2,288,524	75.4	53.4	
S 8	Students who are Economically Disadvantaged Or in the Limited English Proficiency Program	1,816,143	48.5	1,447,189	72.1	79.7	1,404,041	73.4	77.3	
			:							

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Table Rumber	Griteria	Number of Eligibles	Percent of Applicable Population	Number of Hinority Eligibles	Percent of Applicable Edmority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Hispanic
98	Students who are Economically Disadvantaged OI in the Less than \$89,952 Total Assessed Property Value Category	1,952,557	52.1	1,480,535	73.7	.75.8	1,446,322	75.6	74.1
87	Students in the Limited English Proficiency Program Of in the Less than \$89,952 Total Assessed Property Value Category	959,626	25.6	795,003	39.6	82.8	767,551	40.1	80.0
80	Students who are Economically Disadvantaged Of in the Limited English Froficiency Program Of in the Less than \$89,952 Total Assessed Property Value Category	2,002,352	. 53.4 4.5	1,527,699	76.1	76.3	1,482,488	5.77	74.0
8	Students Completing the ACT/SAT with School District Assessed Residential Property Value <\$70,000 OC Parents' Education Cachelor's OC Parents' Income <\$30,000	85,514	62.4	42,800	75.0	50.1	34,962	80.4	40.9

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Table 90, continued

Enrollment of Texas Residents in Texas Public Colleges and Universities by Race/Ethnicity and Institution Type, Fall 1995 Table 91:

	Anglo	•	Black	, X	Hispanic	ıte	Other	14	Total	_
Institution Type	Number	z	Number	,	Number	ĸ	Number	ĸ	Number	*
Universities	253,512	66.1	36,517 9.5	9.5	72,572 18.9	18.9	20,866 5.5	5.5	383,467	100
Community and Technical Colleges	240,215	59.5	41,606 10.3	10.3	104,426	25.8	17,697 4.4	4.4	403,944	100
Health Related Institutions	11,223	72.1	069	4.4	1,796	11.6	1,851 11.9	11.9	15,560	100
Total	504,950	62.9	78,813	8.6	178,794	22.3	40,414 5.0	5.0	802,971	100

Table 92: Public College Enrollment in Texas by Race/Ethnicity in 1990 and Projections of Public College Enrollment in Texas by Race/Ethnicity from 1995 to 2030 Under Alternative Assumptions of Age-Specific Net Migration

	Public Co	llege Enroll	ent by Ethnic	Group	
Year	Anglo	Black	Hispanic	Other	Total
		<u>A11 :</u>	Scenarios		
1990	506,374	67,822	138,419	25,640	738,255
	Assum	ing Rates of	Net Migration	Equal to	
			Those of 1980-	90	
1995 1996	493,162	70,393	155,639	28,446	747,640
1997	488,251 485,807	70,541 70,999	158,237 161,243	28,856 29,432	745,885
1998	488,151	71,936	165,030	30,175	747,481 755,292
1999	493,136	73,081	169,612	31,026	766,855
2000 2001	495,230	73,712	173,164	31,732	773,838
2001	499,411 502,452	74,546 75,293	177,289	32,468	783,714
2003	504,655	75,295	181,307 185,167	33,190 33,868	792,242
2004	506,420	76,478	189,099	34,428	799,625 806,425
2005	504,702	76,597	191,966	34,760	808,025
2010 2015	495,528	79,509	211,840	36,893	823,770
2020	479,118 457,719	82,016 82,395	240,738 260,254	40,694	842,566
2025	442,582	83,510	279,866	42,795 45,372	843,163 851,330
2030	434,247	85,535	301,945	48,830	870,557
				·	
	A	Equal to Th	of Net Migrat 108e of 1980-90	<u>ion</u>	
1995	500,728	71,460	164,762	32,128	769,078
1996 1997	497,059 495,685	71,853	169,413	33,403	771,728
1998	499,129	72,559 73,760	174,521 180,546	34,871	777,636
1999	505,301	75,209	187,521	36,583 38,486	790,018 806,517
2000	508,627	76,138	193,638	40,355	818,758
2001	513,961	77,237	200,216	42,247	833,661
2002 2003	518,153 521,467	78,244 79,135	206,747	44,156	847,300
2004	524,274	79,133 79,897	213,106 219,492	46,001 47,699	859,709
2005	523,539	80,207	224,753	49,101	871,362 877,600
2010	518,358	83,953	255,140	55,506	912,957
2015 2020	507,921	87,716	300,747	66,069	962,453
2025	493,046 482,524	89,526 92,048	341,477	77,542	1,001,591
2030	477,911	95,384	383,846 429,740	91,013 107,722	1,049,431 1,110,757
		country Date	of Net Migrat	•	
	2		.25 of 1980-90	<u>101</u>	
1995 1996	504,557 501 520	71,999	169,495	34,092	780,143
1995	501,520 500,708	72,517 73,348	175,259	35,878	785,174
1998	504,722	74,692	181,527 188,804	37,889 40,200	793,472
1999	511,512	76,295	197,126	42,787	808,418 827,720
2000	515,483	77,379	204,706	45,418	842,986
2001 2002	521,410 526,218	78,620 79.766	212,721	48,101	860,852
2002	530,112	79,766 80,788	220,730 228,591	50,820 53 403	877,534
2004	533,470	81,670	236,459	53,493 56,036	892,984 907,635
2005	533,259	82,085	243,181	58,254	916,779
2010	530,221	86,273	280,179	68,211	964,884
2015 2020	523,004 511,737	90,711 93,325	336,228	84,258	1,034,201
2025	503,866	96,653	391,105 449,477	104,272 128,740	1,100,439
2030	501,434	100,721	2777711	/	1,178,736



Table 93: Percent of Public College Enrollment in Texas by Race/Ethnicity in 1990 and Projections of the Percent of Public College Enrollment in Texas by Race/Ethnicity from 1995 to 2030 Under Alternative Assumptions of Age-Specific Net Migration

	· Pe		College Enrollunic Group	ment
Year	Anglo	Black	Hispanic	Other
-	<u>A1</u>	l Scenarios		
1990	68.6	9.2	18.7	3.5
	Assuming Rates of One-Half of	of Net Migrati of Those of 19		
1995	66.0	9.4	20.8	3.8
1996	65.5	9.4	21.2	3.9
1997	65.0	9.5	21.6 21.9	3.9 4.0
1998 1999	64.6 64.3	9.5 9.5	22.1	4.1
2000	64.0	9.5	22.4	4.1
2001	63.7	9.5	22.6	4.2
2002	63.4	9.5	22.9	4.2
2003	63.1	9.5	23.2	4.2
2004	62.8	9.5	23.4	4.3
2005 2010	62.5 60.2	9.5 9.6	23.7 25.7	4.3 4.5
2015	56.8	9.8	28.6	4.8
2020	54.3	9.8	30.8	5.1
2025	52.0	9.8	32.9	5.3
2030	49.9	9.8	34.7	5.6
		tes of Net Mi Those of 198		
1995	65.1	9.3	21.4	4.2
1996	64.4	9.3	22.0	4.3
1997 1998	63.8 63.2	9.3 9.3	22.4 22.9	4.5 4.6
1999	62.7	9.3	23.2	4.8
2000	62.1	9.3	23.7	4.9
2001	61.6	9.3	24.0	5.1
2002	61.2	9.2	24.4	5.2
2003	60.7	9.2	24.8	5.3
2004 2005	60.1 59.7	9.2 9.1	25.2 25.6	5.5 5.6
2010	56.8	9.2	27.9	6.1
2015	52.8	9.1	31.2	6.9
2020	49.2	8.9	34.1	7.8
2025 2030	46.0 43.0	8.7 8.6	36.6 38.7	8.7 9.7
		tes of Net Mi 0 1.25 of 1980		
1995	64.7	9.2	21.7	4.4
1996 1997	63.9 63.1	9.2 9.2	22.3 22.9	4.6 4.8
1998	62.4	9.2	23.4	5.0
1999	61.8	9.2	23.8	5.2
2000	61.1	9.2	24.3	5.4
2001	60.6	9.1	24.7	5.6
2002 2003	60.0 59.4	9.1 9.0	25.1 25.6	5.8 6.0
2003	58.8	9.0	26.0	6.2
2005	58.2	8.9	26.5	6.4
2010	55.0	8.9	29.0	7.1
2015	50.6	8.8	32.5	8.1
2020	46.5	8.5	35.5	9.5
2025 2030	42.8 39.3	8.2 7.9	38.1 40.2	10.9 12.6
2030	37.3	7.3	70.2	12.0



Table 94: Percentage of Students in Texas by TASP Score Category and Race/Ethnicity Percentaged Within Subject Area and Race/Ethnicity Group, 1994-95

Anglo	Black	Hispanic	Other	Total
		-	_	
7.81	25.76	16.98	4.99	11.41
15.06	25.19	22.23	8.78	17.38
27.61	25.53	28.49	20.97	27.37
25.12	14.92	18.88	27.11	22.84
24.40	8.60	13.42	38.15	21.00
511,629	66,936	199,440	35,062	813,067
3.19	12.51	9.54	12.95	5.95
7.56	17.82	16.91	12.63	10.94
27.90	35.78	35.80	27.62	30.49
35.74	23.86	26.27	27.93	32.08
25.61	10.03	11.48	18.87	20.54
516,947	68,704	203,238	34,888	823,777
6.89	19.82	15.88	19.07	10.60
13.52	20.42	18.77	16.69	15.48
56.58	48.40	51.39	45.07	54.20
17.70	9.39	11.52	14.40	15.40
5.31	1.97	2.44	4.77	4.32
506,741	65,076	192,343	30,907	795,067
	7.81 15.06 27.61 25.12 24.40 511,629 3.19 7.56 27.90 35.74 25.61 516,947 6.89 13.52 56.58 17.70 5.31	7.81 25.76 15.06 25.19 27.61 25.53 25.12 14.92 24.40 8.60 511,629 66,936 3.19 12.51 7.56 17.82 27.90 35.78 35.74 23.86 25.61 10.03 516,947 68,704 6.89 19.82 13.52 20.42 56.58 48.40 17.70 9.39 5.31 1.97	7.81 25.76 16.98 15.06 25.19 22.23 27.61 25.53 28.49 25.12 14.92 18.88 24.40 8.60 13.42 511,629 66,936 199,440 3.19 12.51 9.54 7.56 17.82 16.91 27.90 35.78 35.80 35.74 23.86 26.27 25.61 10.03 11.48 516,947 68,704 203,238 6.89 19.82 15.88 13.52 20.42 18.77 56.58 48.40 51.39 17.70 9.39 11.52 5.31 1.97 2.44	7.81 25.76 16.98 4.99 15.06 25.19 22.23 8.78 27.61 25.53 28.49 20.97 25.12 14.92 18.88 27.11 24.40 8.60 13.42 38.15 511,629 66,936 199,440 35,062 3.19 12.51 9.54 12.95 7.56 17.82 16.91 12.63 27.90 35.78 35.80 27.62 35.74 23.86 26.27 27.93 25.61 10.03 11.48 18.87 516,947 68,704 203,238 34,888 6.89 19.82 15.88 19.07 13.52 20.42 18.77 16.69 56.58 48.40 51.39 45.07 17.70 9.39 11.52 14.40 5.31 1.97 2.44 4.77

^{*}Note: Prior to 1995, a score of 220 was passing for all 3 skills. Since then, a score of 230 is passing for reading and math, but a score of 220 is still passing for writing.

**The "N" for all subject areas is not the same due to students who complete only one or two of the three test subjects.

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Table 95:	Mean TASP Test S 1994-95	cores for Students	in Texas by Race	Scores for Students in Texas by Race/Ethnicity and Metropolitan Status,	politan Status,
Subject Area	Техав	Metropolitan Central City	Metropolitan Suburban	Non-Metropolitan Adjacent	Non-Metropolitan Non-Adjacent
Math:	253,59	254.65	254.52	249.23	249.81
Black	227.04	227.36	230.38	221.68	224.16
Hispanic	237.89	238.02	245.54	233.53	235.72
Other	264.36	264.37	266.60	259.11	257.71
Reading:	CHOCK	21 696	260 33	20 80 C	258.70
Anglo	262.13	242.22	243.33	237.64	235.65
Hispanic	245.80	246.10	252.84	240.75	242.37
Other	247.86	245.99	258.06	254.55	253.92
Writings	55.076	240.92	240.67	239.22	239.46
Black	224.55	224.79	227.19	220.72	221.73
Hispanic	228.87	228.85	233.18	227.08	227.79
Other	229.50	228.22	236.84	232.54	228.02

Tal	Table 96: Mean TASP Test S	n TASP Te	st Scores f	cores for Students in Texas by Race/Ethnicity and Economic Region, 1994-95	in Texas	by Race/Et	chnicity e	and Economia	c Region,	1994-95	
Subject Area	Техав	High Plains	Northwest	thwest Metroplex	Upper East Texas	Southeast Texas	Gulf Coast	Central Texas	South Texas	West Teras	Upper Rio Grande
Math: Anglo	253.59	253.47	251.38	253.13	247.90	248.95	254.79	258.35	255.13	250.66	248.08
Black Hispanic Other	227.04 237.89 264.36	228.03 238.83 259.07	225.82 236.76 258.31	225.43 240.41 261.13	225.28 240.11 260.55	225.47 243.28 262.47	226.65 243.86 268.83	232.31 247.45 267.18	233.95 236.47 261.31	223.33 236.60 256.66	224.45 232.32 251.17
Reading: Anglo Black Hispanic Other	262.13 241.72 245.80 247.86	260.99 241.08 247.82 254.39	259.75 241.83 244.66 250.26	262.90 241.43 250.75 239.70	259.20 238.39 246.61 255.20	259.12 238.08 249.35 249.35	261.97 241.64 251.83 252.72	265.08 244.83 254.55 247.71	262.46 247.19 243.69 256.78	260.56 237.00 244.06 255.53	261.37 244.77 241.69 250.29
Writing: Anglo Black Hispanic Other	240.55 224.55 228.87 229.50	241.05 225.33 231.96 233.21	239.42 226.81 230.65 230.08	241.13 224.90 231.09 225.15	239.35 223.01 228.40 233.70	238.63 223.66 233.64 224.73	239.39 223.40 230.75 231.77	242.45 226.88 233.88 229.78	241.09 228.64 227.90 234.74	240.23 221.14 228.31 231.51	240.68 227.47 226.64 232.52

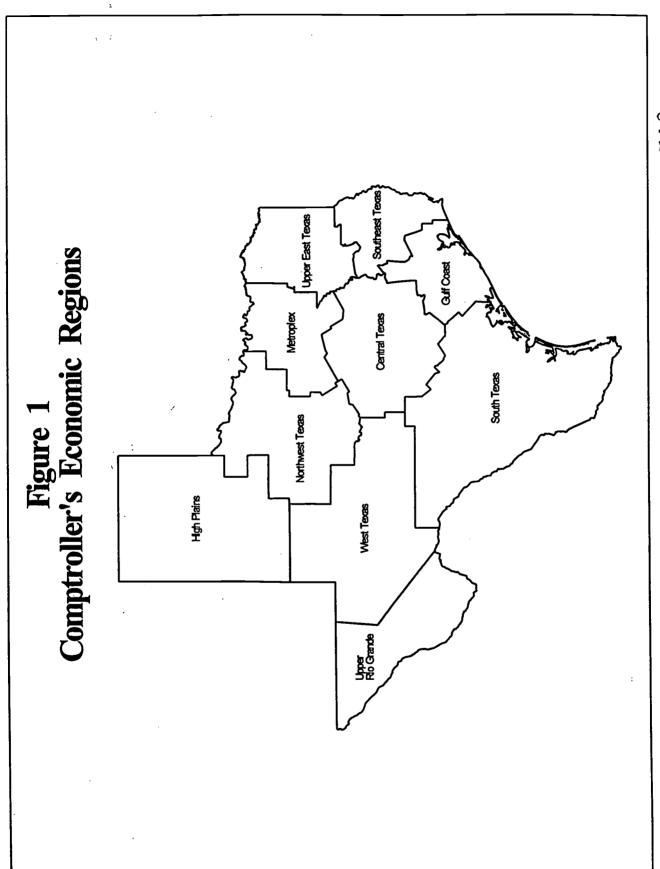
Table 97: Student Financial Aid by Type with Means for all Aid Recipients and for Minority Recipients in Texas by Metropolitan Status, 1995-96

_		Metropo	litan	Non-Me	tropolitan
Type of Financial Aid	Texas	Central City	Suburban	Adjacent	Non-Adjacent
Means for all Students Receiving Aid:	\$4,384.28	\$4,351.50	\$4,734.26	\$4,266.08	\$4,264.67
Grants and Scholarships	1,616.68	1,621.90	1,529.56	1,634.77	1,714.22
Work Study	118.00	116.62	96.65	136.79	143.99
Loans	2,647.35	2,610.87	3,105.88	2,491.64	2,403.69
Other Aid	2.25	2.12	2.16	2.88	2.78
N = -25	271,772	190,750	33,852	33,307	13,863
Means for Minorities Receiving Financial Aid:	3,616.97	3,532.82	4,185.46	3,844.11	3,854.26
Grants and Scholarships	1,724.50	1,711.55	1,766.26	1,753.00	1,853.95
Work Study	130.97	123.65	137.10	170.51	170.11
Loans	1,760.16	1,696.13	2,281.47	1,919.56	1,829.99
Other Aid	1.34	1.49	0.63	1.04	0.21
N =	127,480	101,865	7,925	12,899	4,791



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Type of Finencial Aid	Texas	High Plains	Northwest	Metroplex	Upper East Texas	Southeast Texas	Gulf . Comet	Central Texas	South Texas	West	Upper Rio Grande
Means for All Students Receiving Aid:	\$4,384.28	\$4,459.42	\$4,846.74	\$5,053.09	\$3,966.70	\$3,635.70	\$4,529.28	\$4,872.35	\$4,018.19	\$4,304.14	\$3,143.02
Grants and Scholarships	1,616.68	1,517.84	1,685.84	1,547.06	1,708.64	1,648.97	1,598.93	1,487.66	1,690.15	1,534.66	1,772.09
Work Study	118.00	117.56	116.26	125.63	104.59	131.14	88.50	86.29	145.50	124.24	133.77
Loans	2,647.35	2,823.10	3,042.20	3,377.81	2,147.14	1,854.80	2,840.63	3,296.22	2,179.29	2,643.46	1,236.63
Other Aid	2.25	0.93	2.44	2.59	5.68	0.77	1.23	2.19	3.25	1.11	0.53
I E	271,772	13,513	8,192	53,394	13,205	9,380	58,779	23,138	64,906	8,456	18,809
Means for Minorities Receiving Financial Aid:	3,616.97	3,647.58	4,721.44	4,338.71	3,728.58	3,394.54	3,567.36	4,042.07	3,544.93	3,833.92	2,902.27
Grants and Scholarships	1,724.50	1,635.69	1,930.05	1,708.17	1,950.49	1,911.79	1,761.25	1,624.28	1,684.69	1,682.39	1,779.10
Work Study	130.97	117.42	146.02	125.03	122.93	151.64	89.30	98.67	154.33	170.80	137.29
Loans	1,760.16	1,894.48	2,645.37	2,504.73	1,653.60	1,331,11	1,716.32	2,317.93	1,703.27	1,980.73	985.58
Other Aid	1.34	00.0	00.0	0.79	1.56	00.0	0.50	1.19	2.65	0.00	0.30
I	127,480	4.028	1,416	15.847	3.202	2.807	25, 186	6.850	48.203	6 7 6	14 604

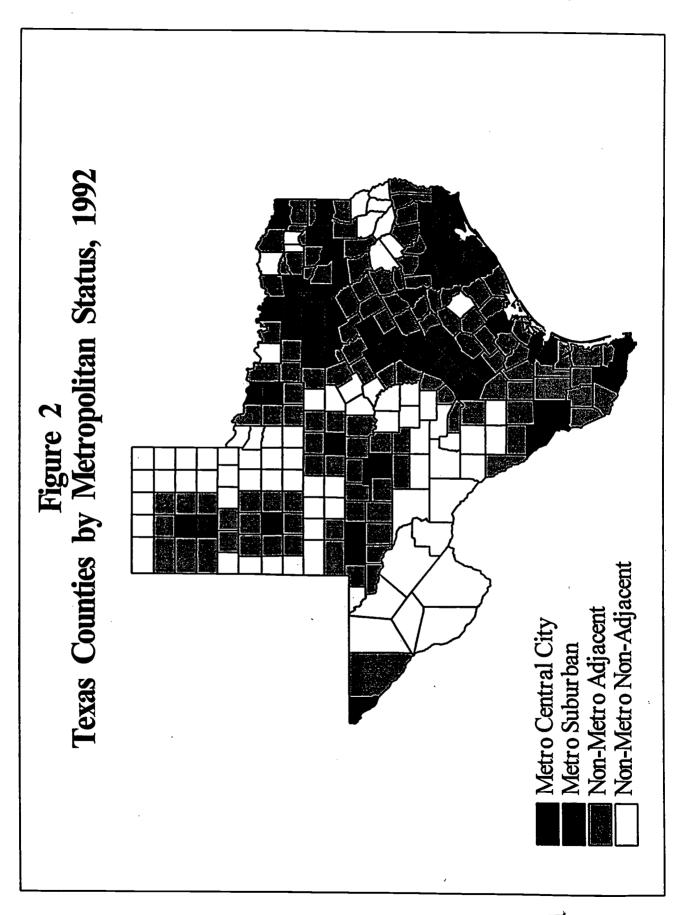


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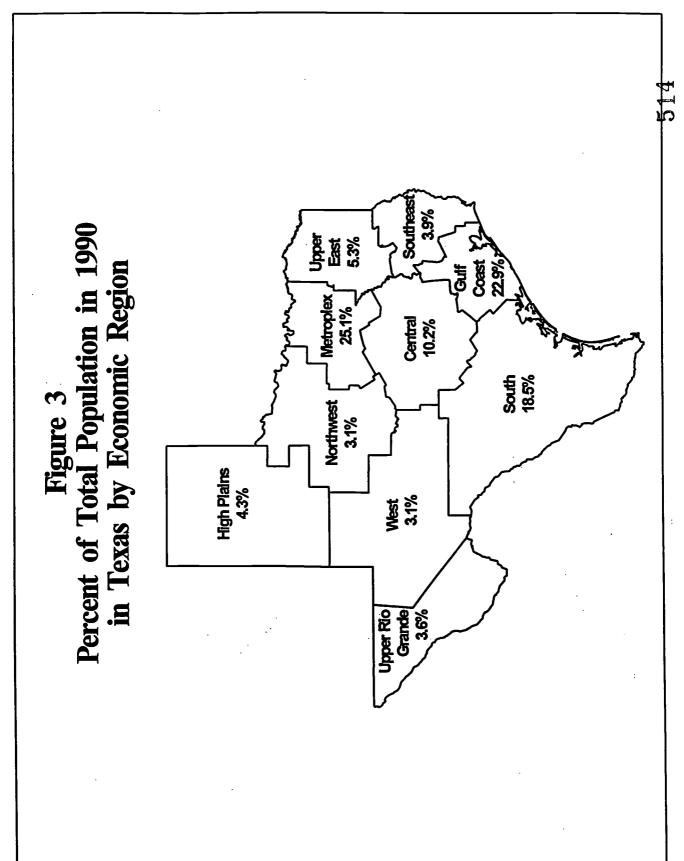
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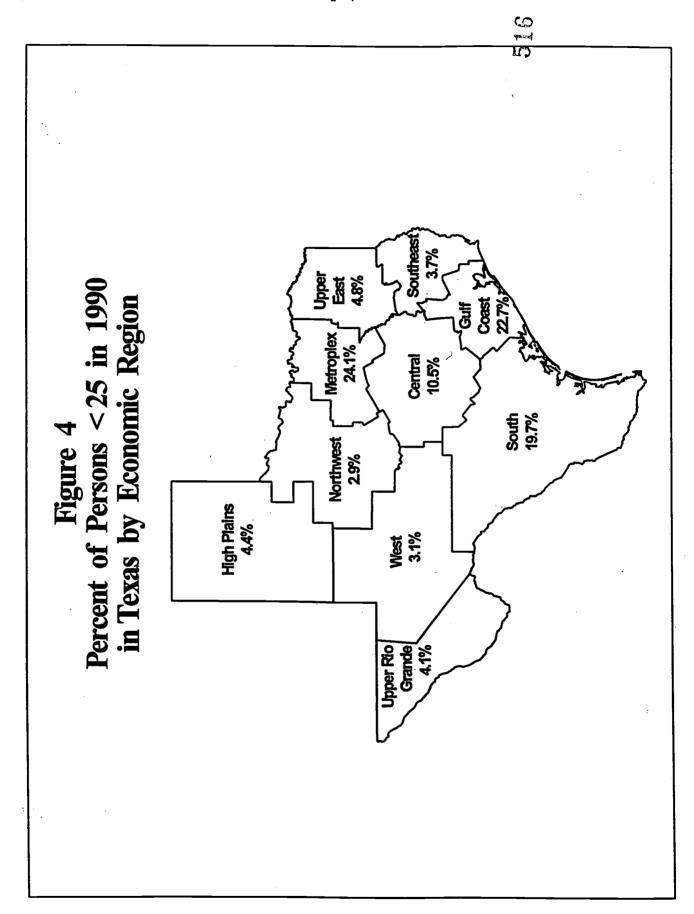
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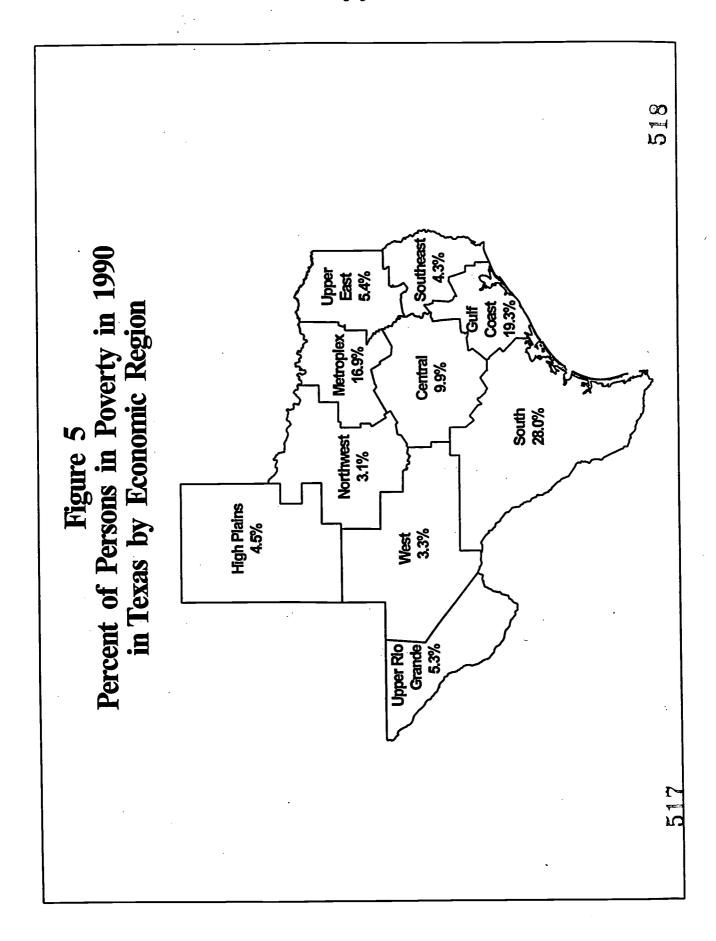




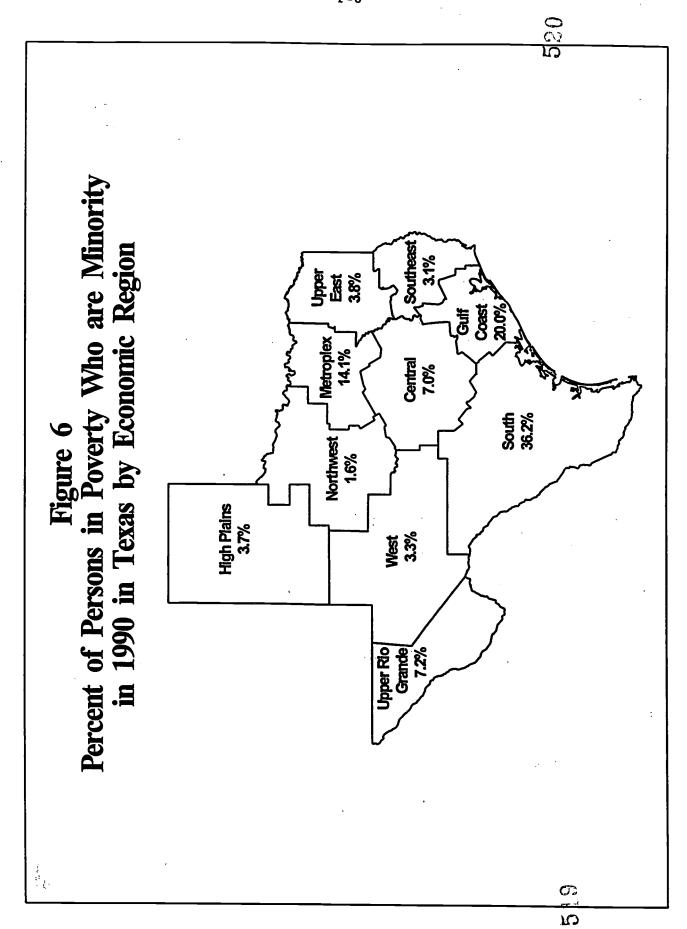
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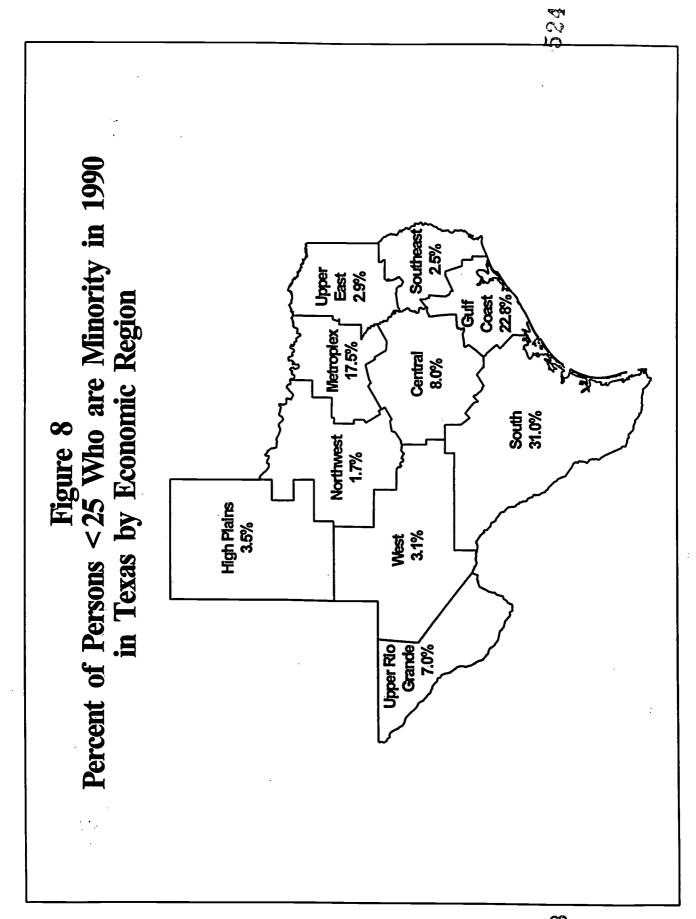




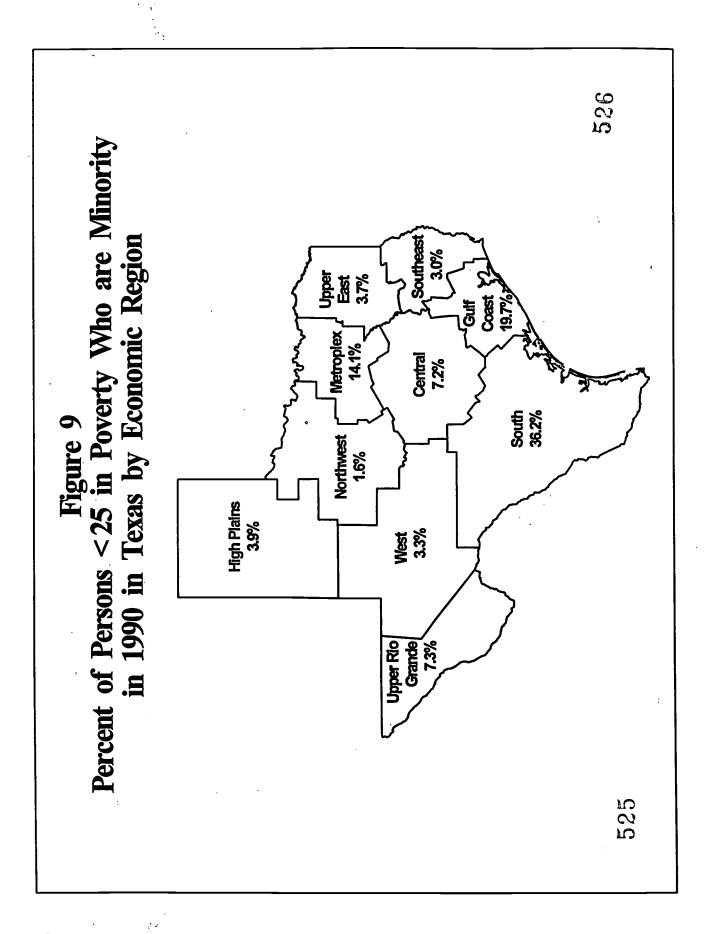
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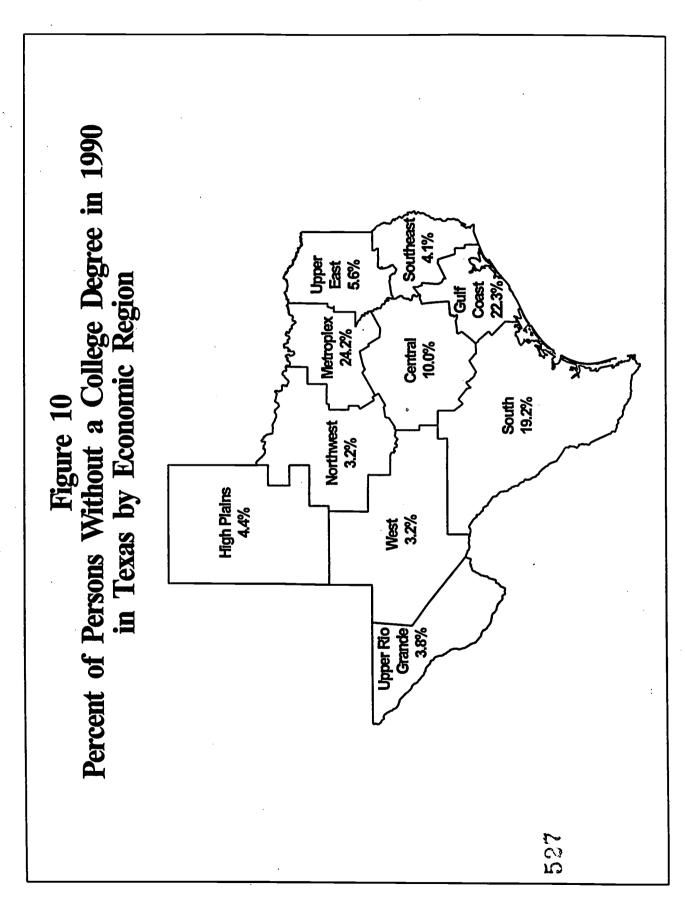
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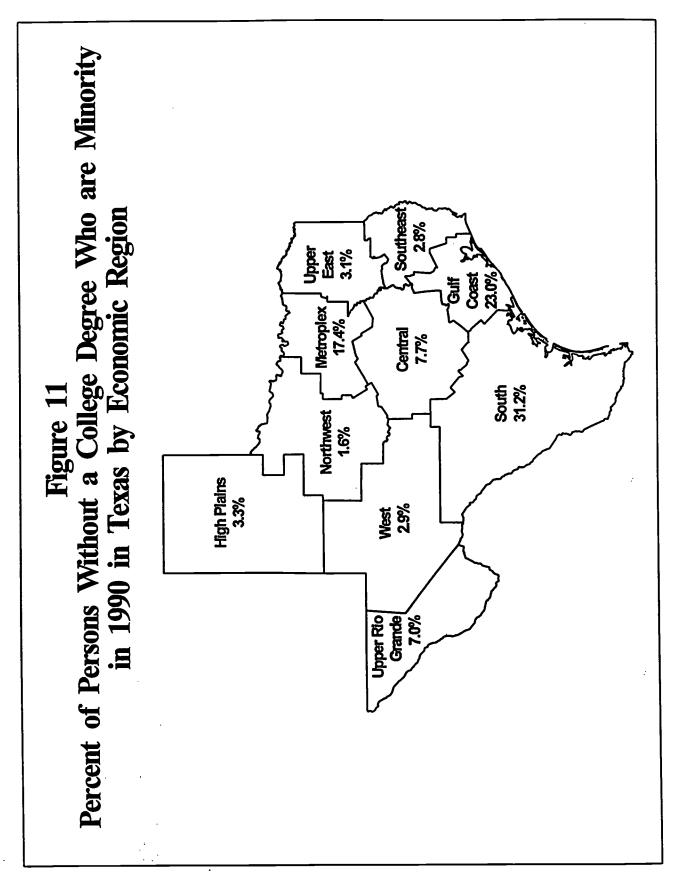




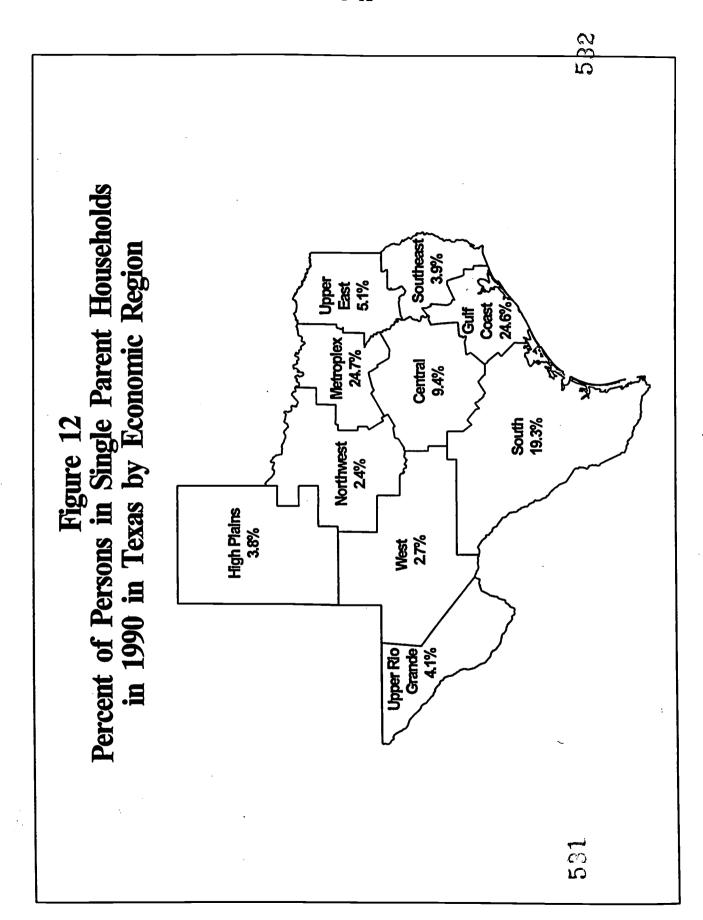




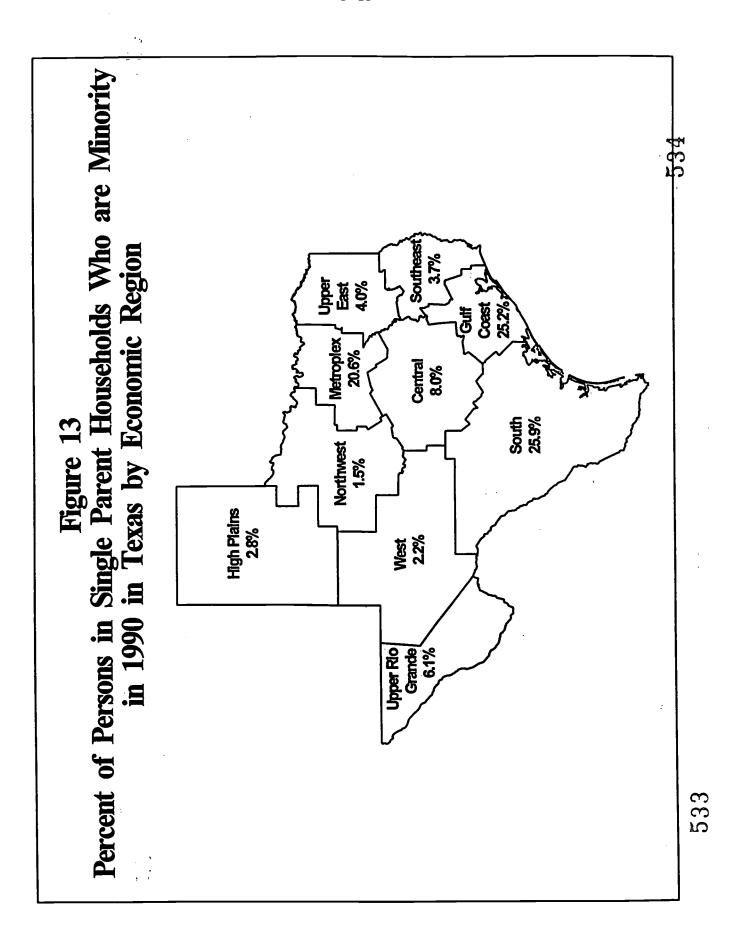




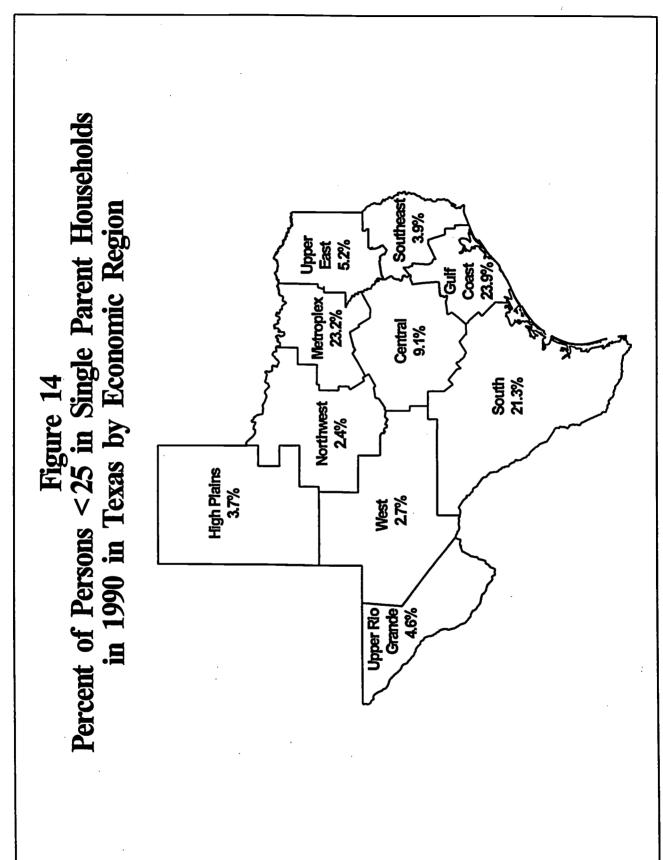




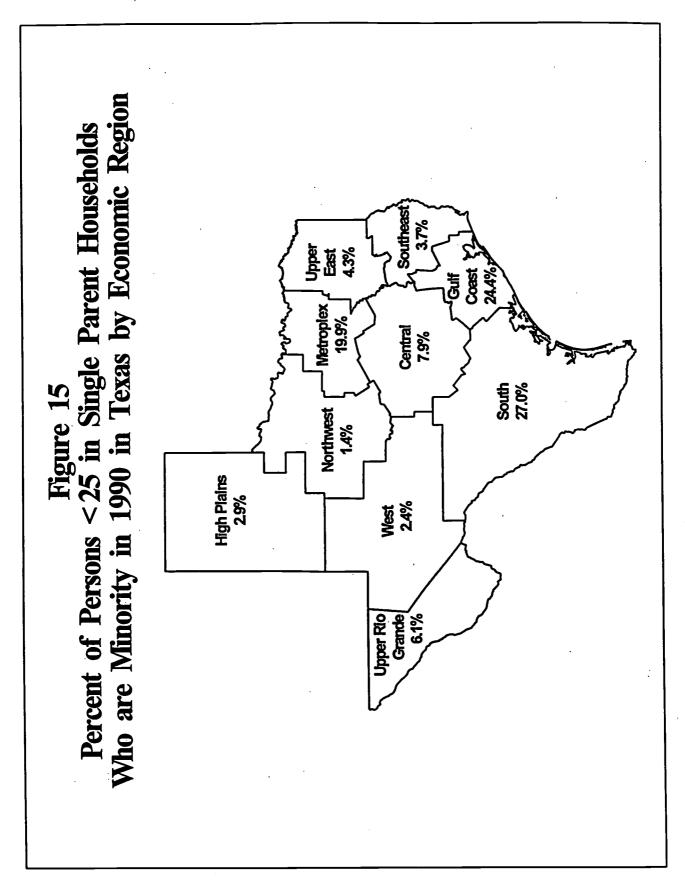




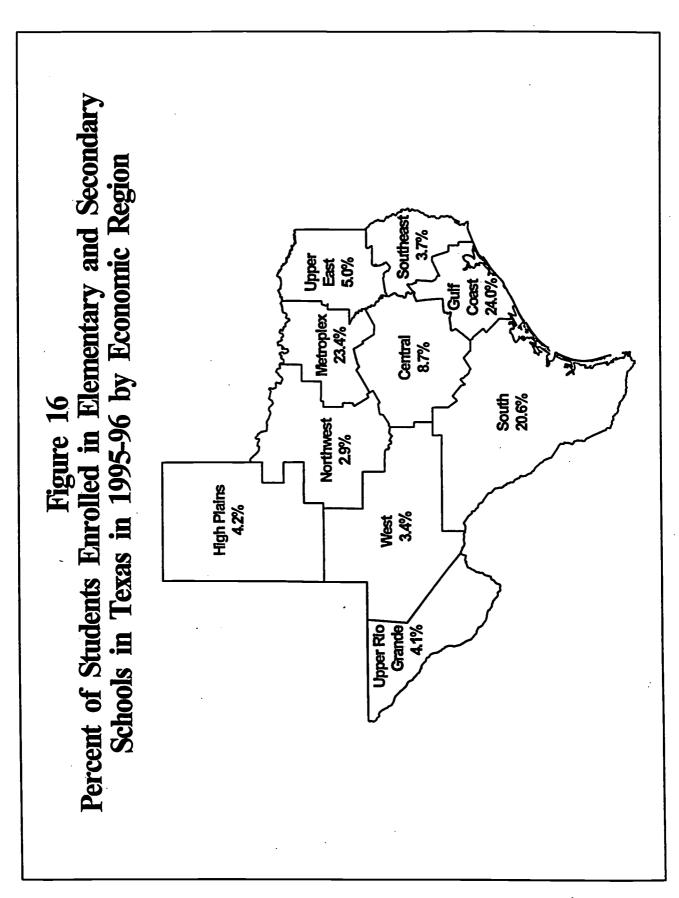




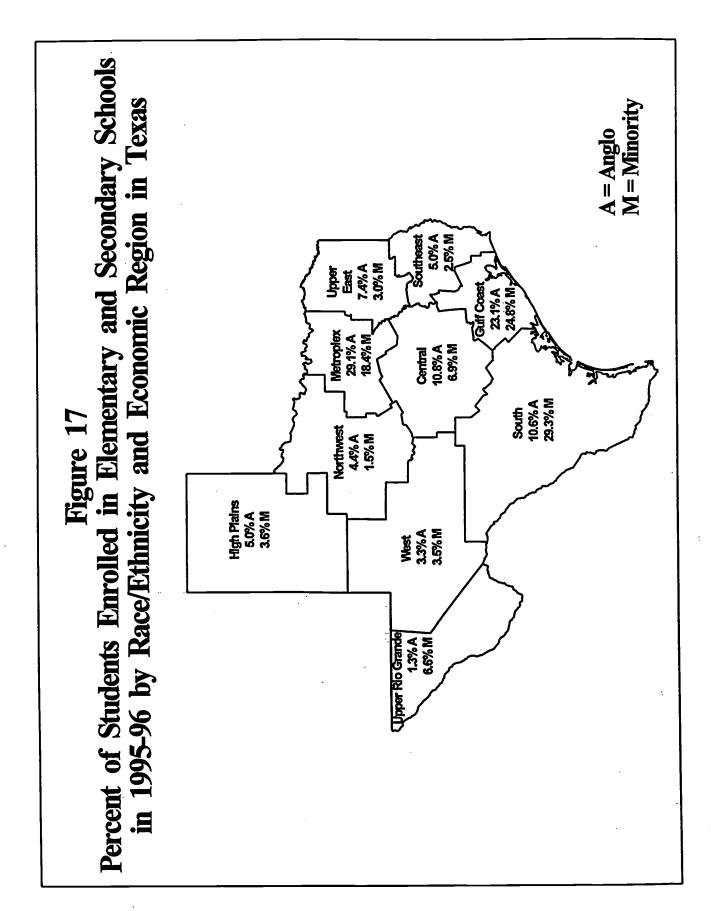




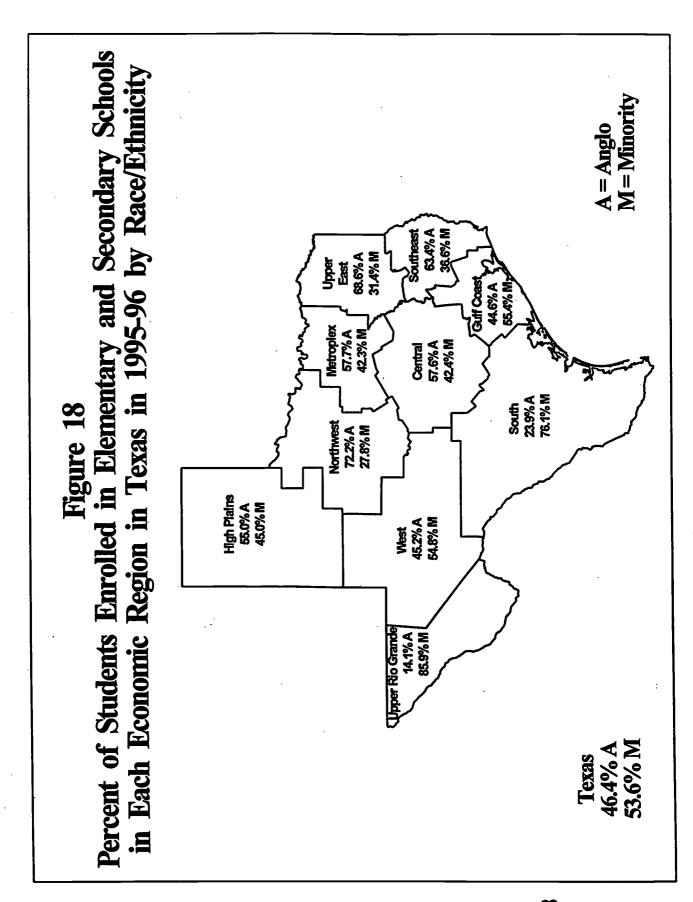




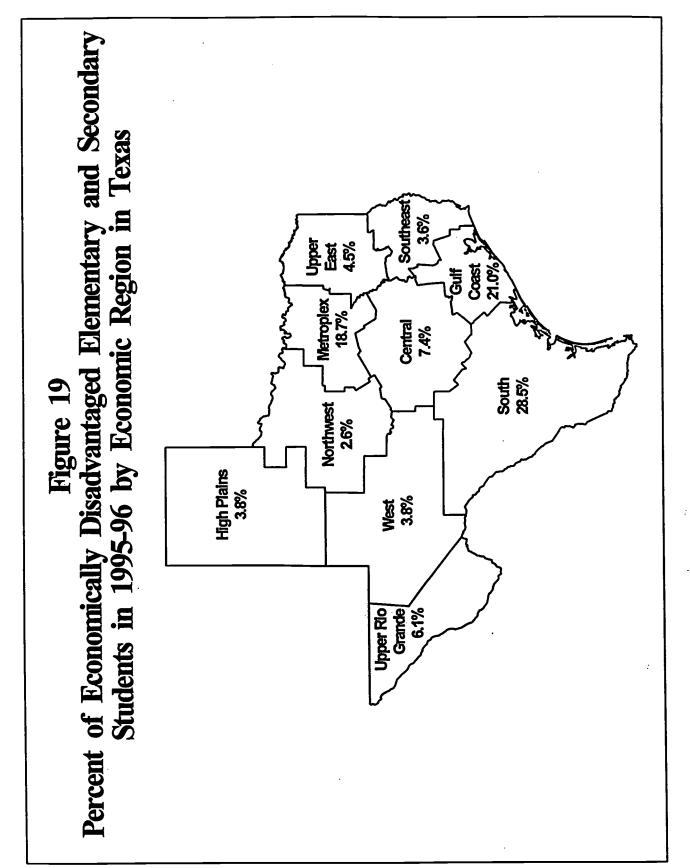




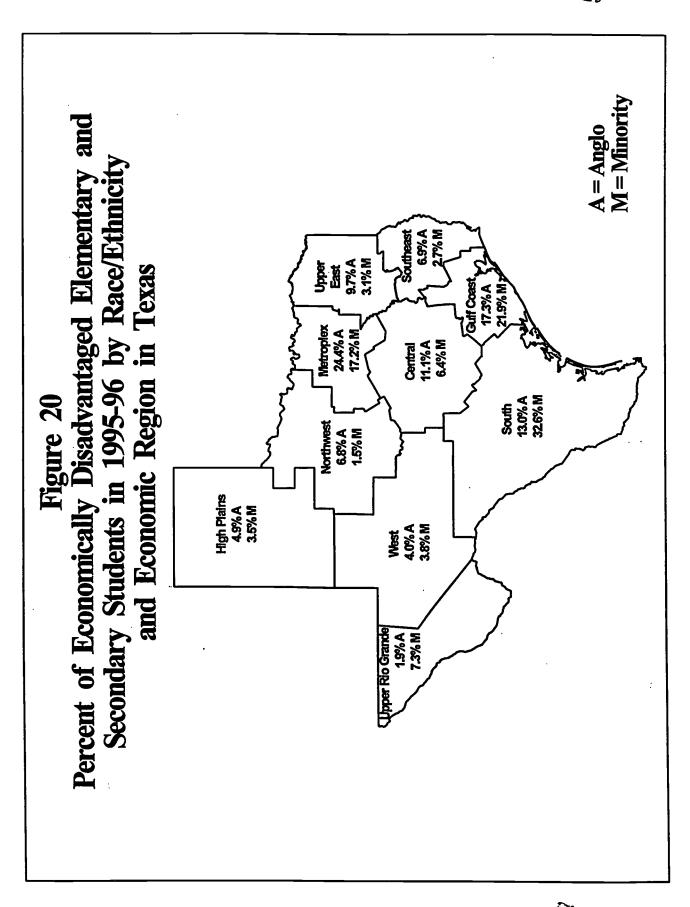




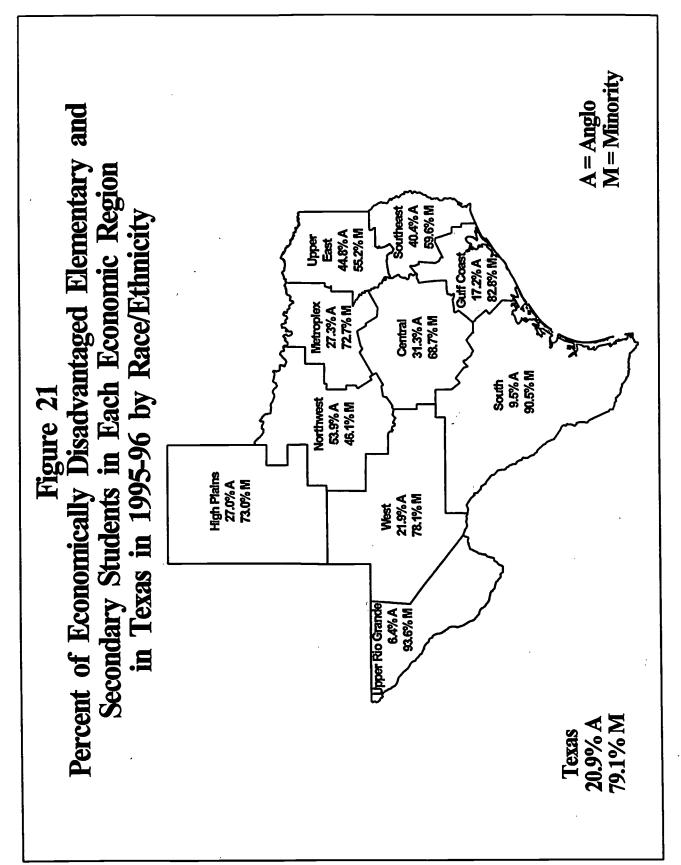




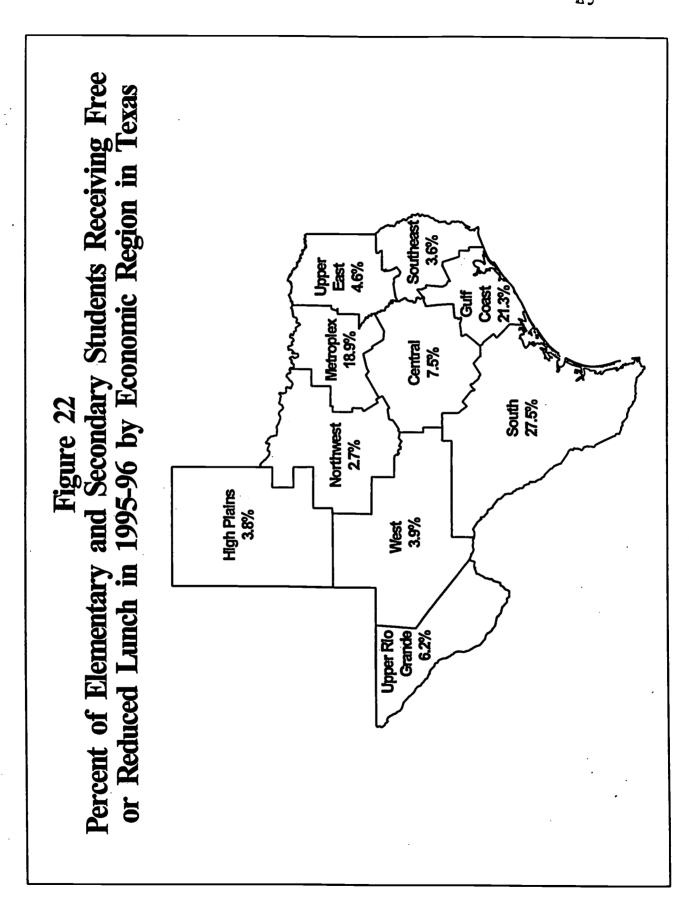




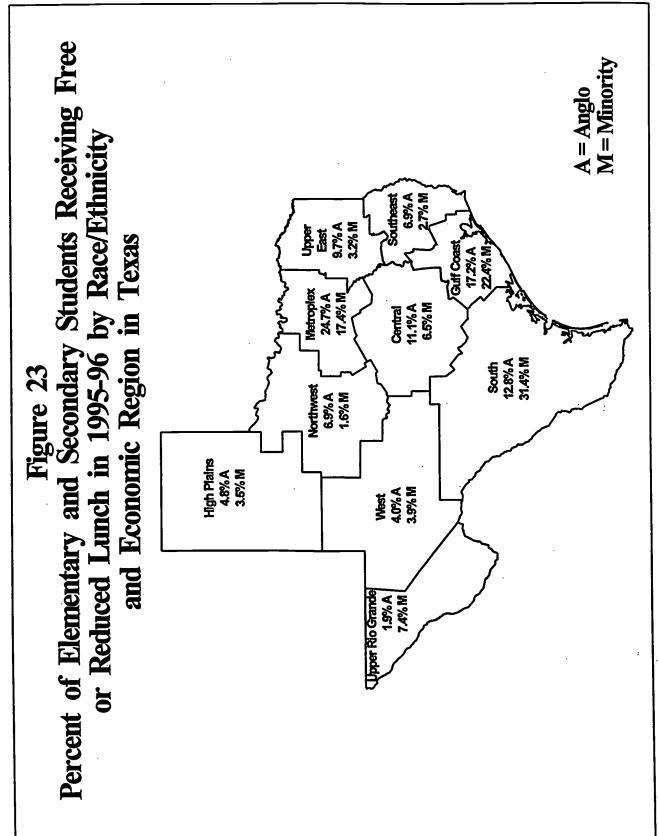






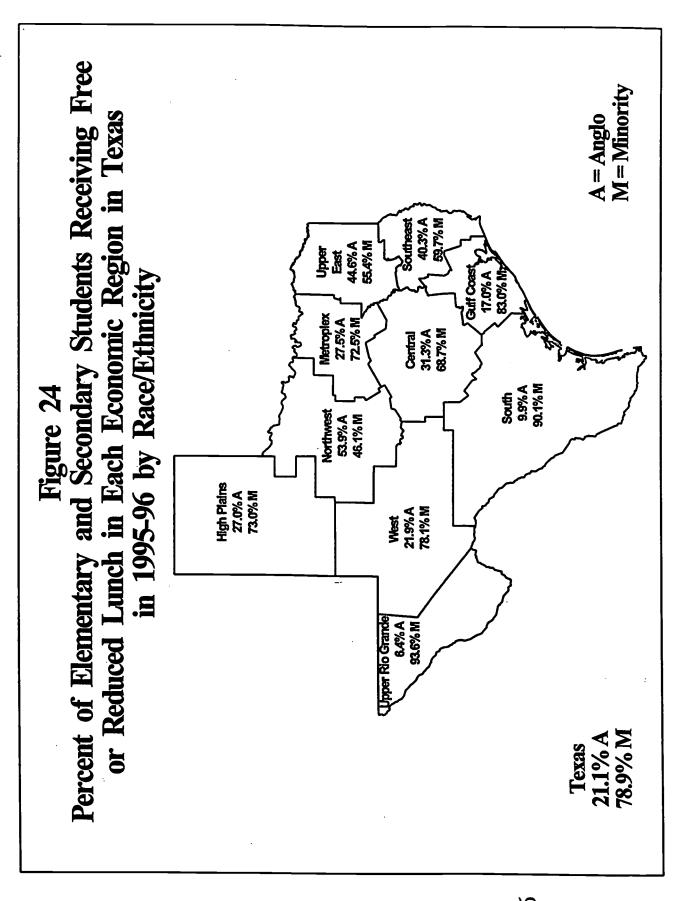






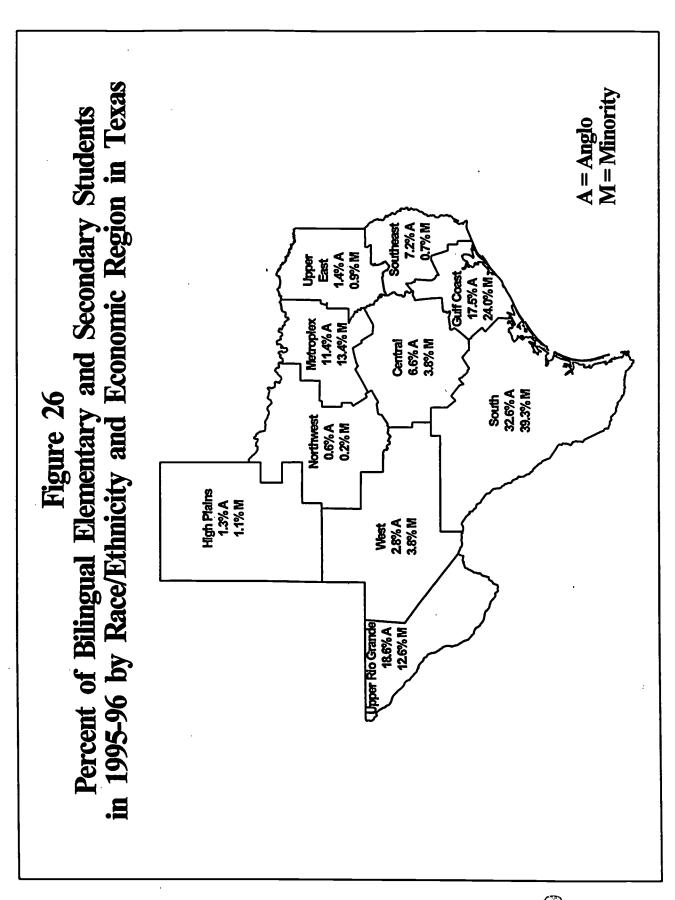


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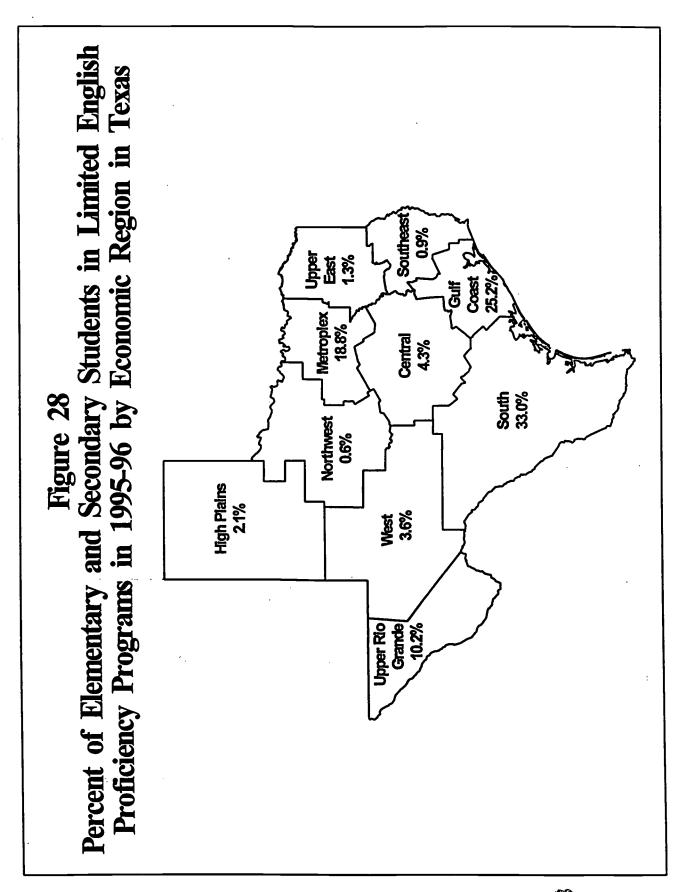




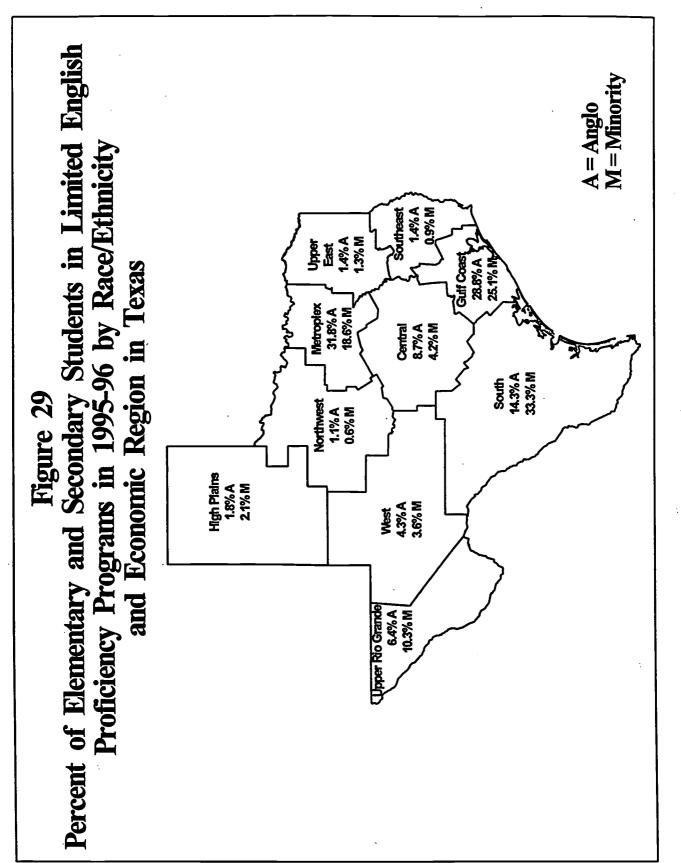


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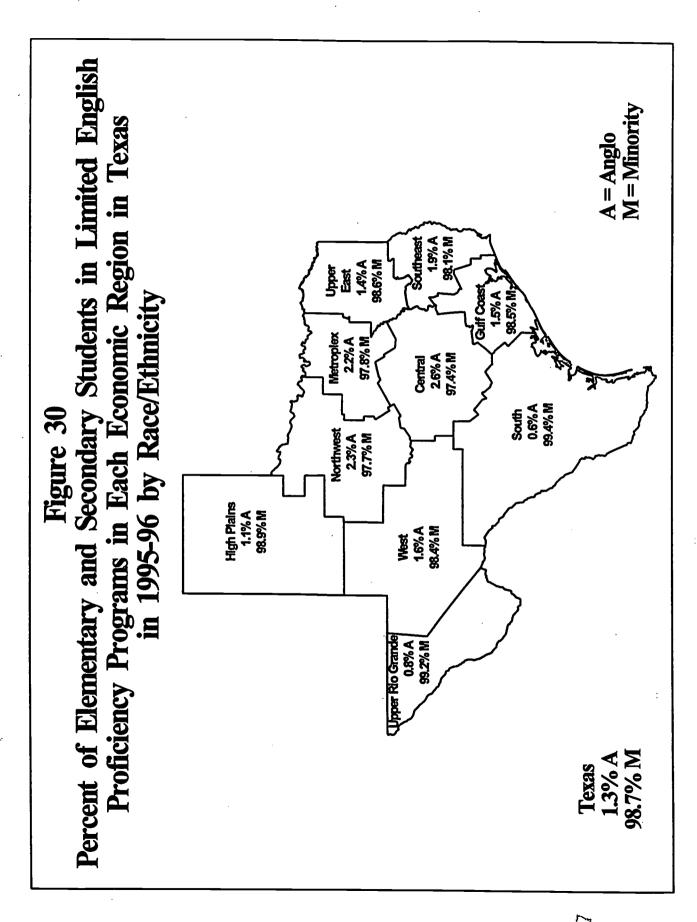




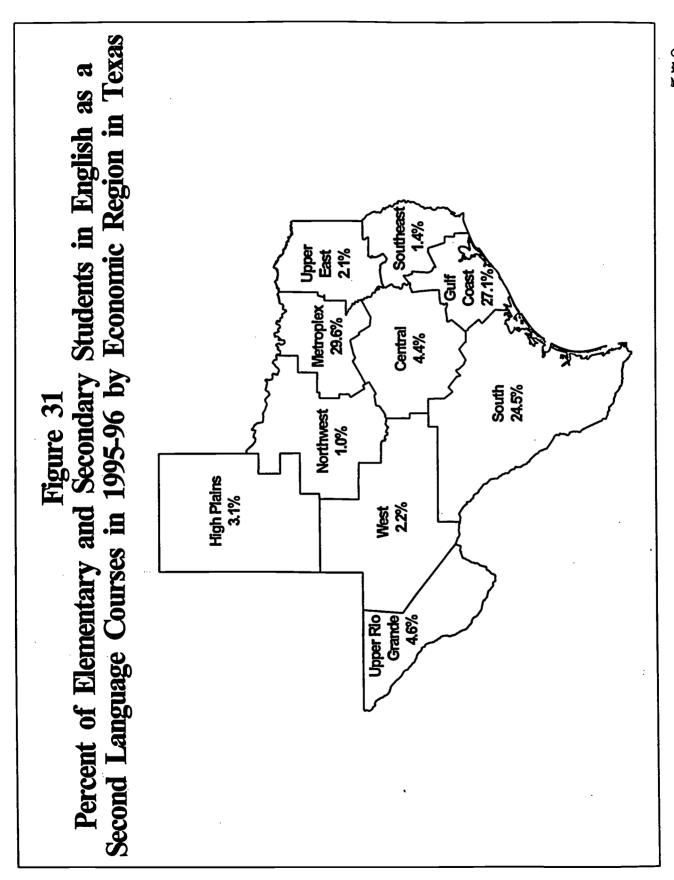




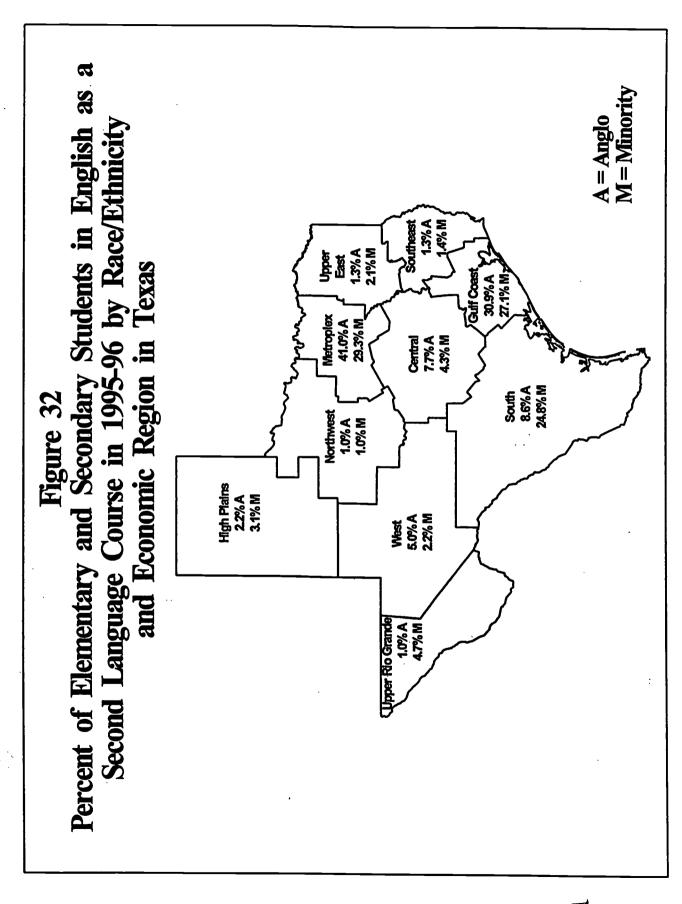






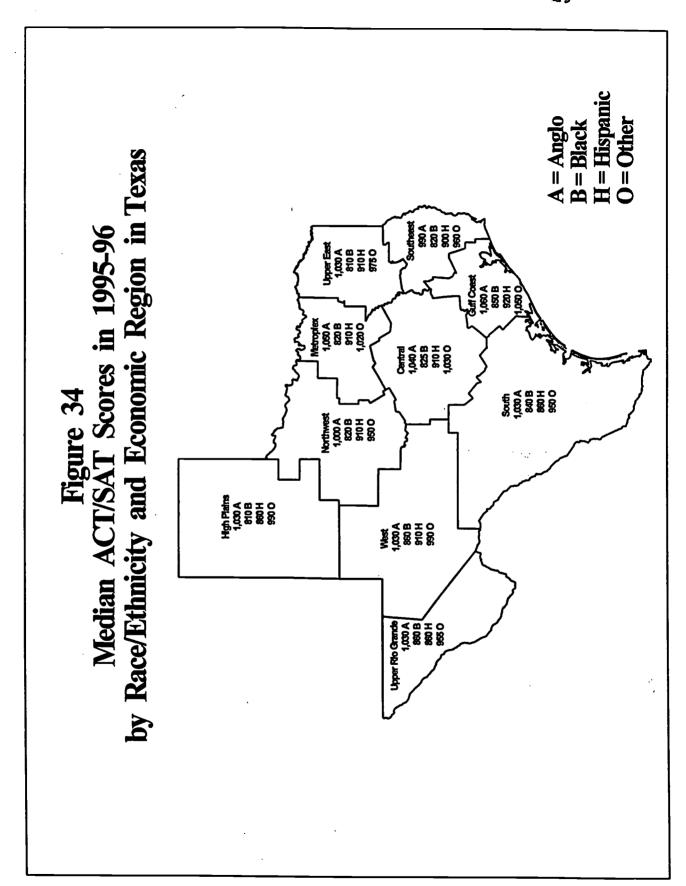




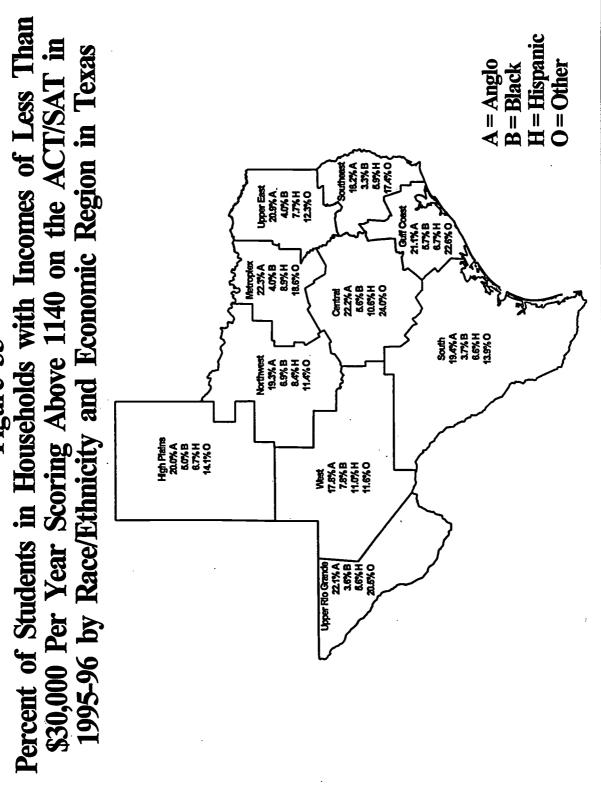




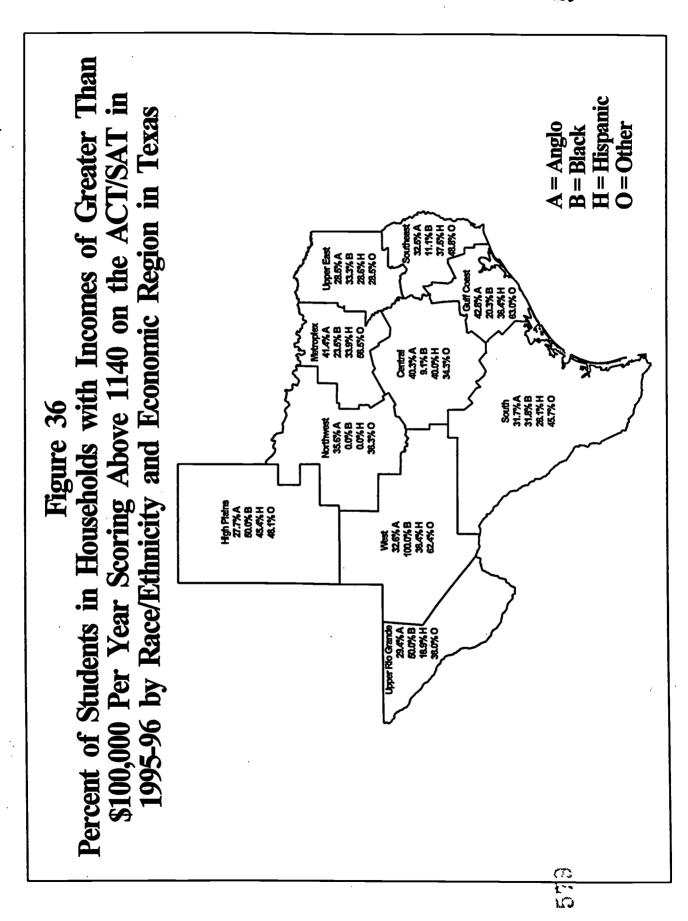








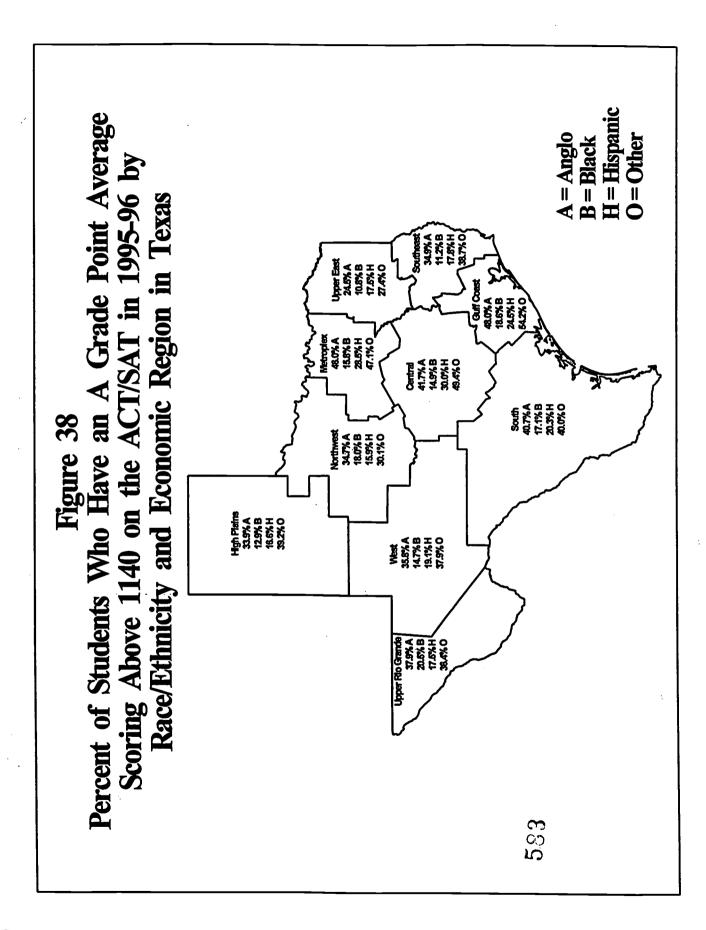






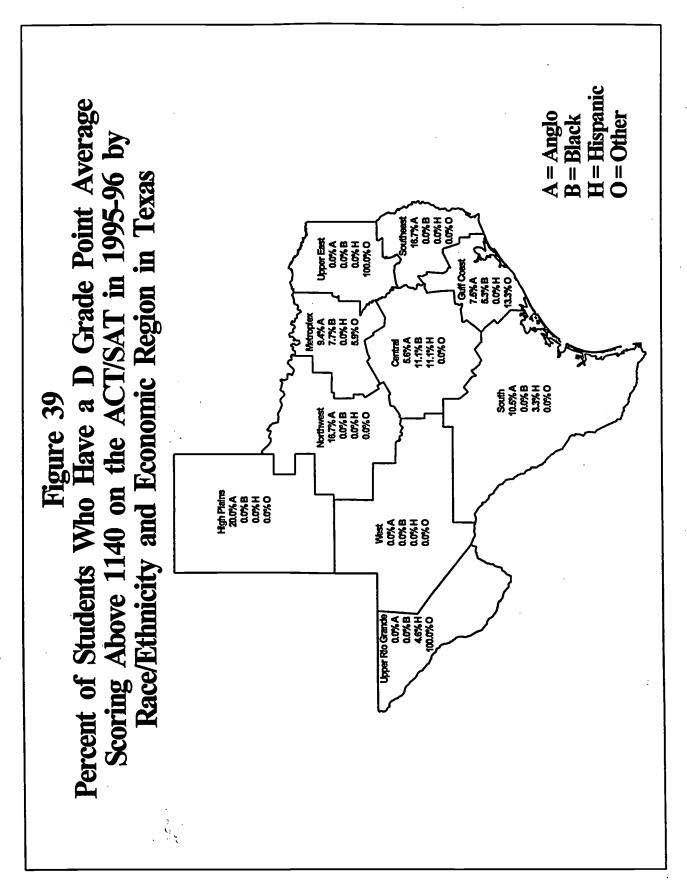
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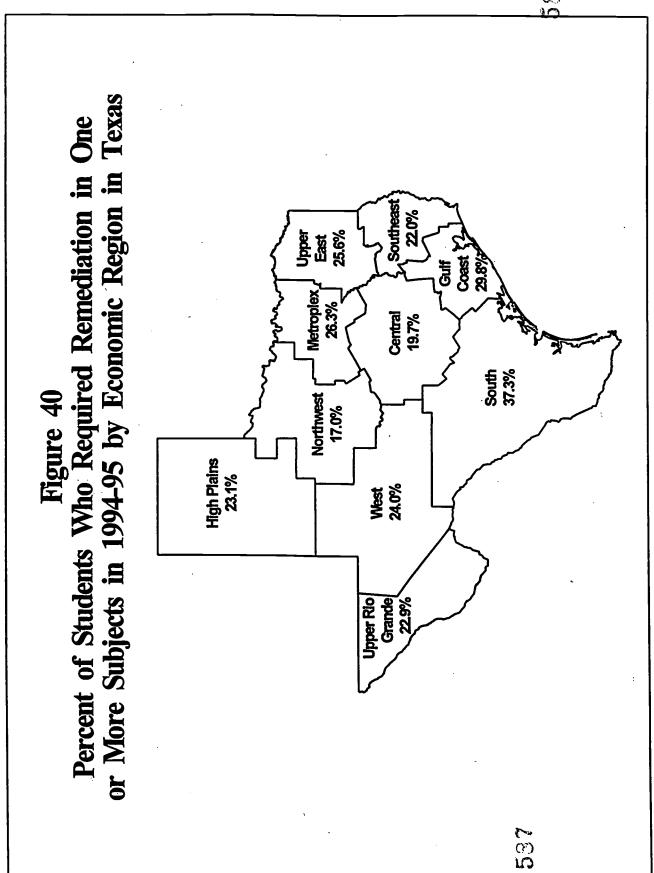










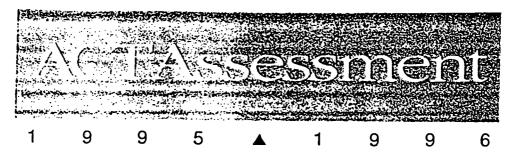




Appendix A ACT/SAT Data Elements

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Student Information

This booklet was prepared in response to many inquiries about the information requested of students when they register to take the ACT Assessment on a national test date. There are three major information sections:

High School Course Grade Information provides information about 30 courses students have taken, plan to take, or do not plan to take. For courses taken for a full term, students also report the grades received.

ACT Interest Inventory results help students make educational and career plans.

Student Profile Section asks for information about students' backgrounds, interests, needs, and plans to assist students and colleges in effective planning.

These sections are reprinted here as they appear in the student registration booklet, Registering for the ACT Assessment.

IC 3035.5

ACT



High School Course/Grade Information

This section collects information about 30 high school courses which form the basis of a coilege prep (academic) high school curriculum or are frequently required for admission to college. Although other subjects may be of interest to colleges, these were selected to give a basic picture of your academic preparation.

Although you are NOT required to complete this section, ACT can provide colleges with the most complete profile of you only if you provide information for all 30 courses each time you register. This information will help colleges identify students with adequate high school preparation in various academic areas. Accuracy is important; the information you give may be verified by college personnel. You may wish to refer to your previous high school grade reports or a copy of your current high school transcript to help you complete this section. However, do NOT enclose a copy of your transcript with your registration folder.

Find the section labeled HIGH SCHOOL COURSE/GRADE INFORMATION on page 2 of your registration folder, and follow the instructions given there. Fill in one oval in the section titled COURSES TAKEN OR PLANNED for each course listed. Then, fill in one oval in the section titled GRADES EARNED for each course you have taken for at least one full term (semester, trimester, etc.). If you took a course for more than one term, report only the most recent final grade. If your school uses numeric grades, change them to the corresponding letter grades by using your school's procedures for conversion. Leave the grade column blank for a course if you have not yet completed a full term or if a grade was not awarded (pass/fall, incomplete, etc.). After you complete this section, sign and date the certification statement at the top of page 2 of your registration folder.

Listed to the right are alternate course titles/descriptions. These examples may help you determine whether your courses are equivalent to the courses listed on the registration folder. Include only courses you took for credit. Do not include extracurricular activities.

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Course Title	Possible Afternate Course Titles/ Course Description	Course Title	Possible Alternate Coorse Titles/ Course Description
only if you took a	h are listed as separate courses. Include Speech Speech course for a full term. If public speaking in English course, report only the English course.	Physics	(May include lab work) • Introductory Physics • Advanced Physics
Do not include extr	acumicular forensics.	SOCIAL STUDIES	i
English taken during the	 First-year English: including grammar, reading comprehension, etc. 	U.S. History (American History)	History of the United States
9th grade English taken	Sth-grade Composition or Literature Second-year English: Including grammar.	World History/ World Civilization	(Any course covering the history of more than one continent)
during the 10th grade	reading comprehension, etc. • 10th-grade Composition or Literature	Other History (European, State,	Canadian History History of Central America
English taken during the	Third-year English: Including grammar, reading comprehension, etc.	etc.) American	Southeast Asian History Political Science
11th grade English taken	11th-grade Composition or Literature Fourth-year English: including grammar,	Government/Civics	U.S. Government American Politics
during the 12th grade	reading comprehension, etc. • 12th-grade Composition or Literature	Economics (Consumer	Business Economics
Speech	Public Speaking (if taken as a course) Debate (if taken as a course)	Economics) Geography	• U.S. Geography
************		Occupation	World Geography
MATHEMATICS Do not include ger	neral math, business math, or consumer math.	Psychology	Child Psychology Educational Psychology
First-year Algebra (Algebra t not Pre-Algebra)	(Typically taken in 8th or 9th grade) Beginning Algebra Elementary Algebra Introductory Algebra	•	ilish or computer languages.
Second-year Algebra (Algebra (1)	(Typically taken in 10th or 11th grade) "Advanced" Algebra Secondary Algebra	Spanish	Introductory Spanish First-year Spanish Second-year Spanish Advanced Soanish
Geometry	(Typically taken in 10th or 11th grade) Plane Geometry	Et	• Readings In Spanish
	Solid Geometry Euclidean Geometry	French	Introductory French First-year French Second-year French
Trigonometry	(Typically taken in 11th or 12th grade)		Advanced French Resident le Emerth

(Typically taken in 12th grade) Calculus Beginning Calculus (not Introductory Calculus Pre-Calculus) Other Math (Do not include courses listed above, such as Trigonometry and Calculus.) beyond · Second-year Geometry Algebra II Analytic Geometry Analysis Functions

(Otten included as part of another course, such

as Algebra E/Trigonometry, Pre-Calculus,

Fourth-year Mathematics, etc.)

 Pre-Calculus Senior/Fourth-year Mathematics Computer Programming Computer Math/

Computer Science . Computer Literacy (if computer math or programming is involved)

Probability & Statistics

NATURAL SCIENCES

Do not include science interest group projects or science tair projects.

General/Physical/ Earth Science

 Introduction to Science Weather and Climate Introduction to Geology

(Typically includes lab work) Introduction to Biology Advanced Biology

Chemistry

Riology

(Typically includes lab work) • First-year Chemistry Second-year Chemistry

(Do not include courses in the languages Ested above.) • Latin

· Readings in French

Introductory German

Second-year German

First-year German

Advanced German

Readines in German

 Jananese Hebrew • Russian Chinese

Any other tanguage (if taken as a course)

ARTS

Other Language

German

Report only course information, not extracumicular activities.

 Scurinture Art (painting, etc.) Drawing/Sketching Art History

 Chorus (il taken as a course) Music · Band (if taken as a course) (vocal or Music History instrumental)

 Music Accreciation Drama/Theater

 Acting (If taken as a course) History of the Theater (il taken as a course)

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College planning usually involves career planning. Your scores on the ACT interest inventory will suggest educational programs and occupations you may want to think about—options you may not otherwise have considered.

Diestions

indicate how much you would like doing each of the activities listed below. Mark a response to an activity even if you are uncertain how you feel about it. Consider whether you would like or dislike an activity rather than whether you have the ability to do it.

For <u>each</u> question, choose one of the answers from the scale below and mark the corresponding letter on page 2 of your registration folder. Try to answer *like* or *dislike* to as many questions as possible.

- 1. Learn about star formations
- 2. Sketch and draw pictures
- 3. Help someone make an important decision
- 4. Conduct a meeting
- 5. Count and sort money
- 6. Build a picture frame
- 7. Learn how the brain works
- 8. Compose or arrange music
- 9. Give first aid to an injured person
- 10. Develop new rules or policies
- 11. Take inventory in a store
- 12. Fix a toy
- 13. Explore a science museum
- 14. Make creative photographs
- 15. Show children how to play a game or sport
- 16. Work in a political campaign
- 17. Write payroll checks
- 18. Run a lawnmower
- 19. Attend the lecture of a well-known scientist
- 20. Write short stories
- 21. Work on a community improvement project
- 22. Present information before a group
- 23. Set up a bookkeeping system
- 24. Watch for forest fires
- 25. Study biology
- 26. Read about the writing style of modern authors
- 27. Help a newcomer meet people
- Discuss a misleading advertisement with a salesperson
- 29. Prepare a budget for a club or group
- 30. Build furniture

- 31. Measure chemicals in a test tube
- 32. Prepare drawings to illustrate a magazine story
- 33. Take part in a small group discussion
- 34. Plan work for other people
- 35. Balance a checkbook
- 36. Learn to cut and polish gernstones
- 37. Read about a new surgical procedure
- 38. Write a movie script
- Find out how others believe a problem can be solved
- 40. Explain legal rights to people
- 41. Sort, count, and store supplies
- 42. Repair damage to a tree after a storm
- 43. Study plant diseases
- 44. Select music to play for a local radio station
- 45. Help rescue someone in danger
- 46. Demonstrate a new product
- 47. Plan a monthly budget
- 48. Design a bird feeder
- Read books or magazines about new scientific findings
- 50. Play jazz in a combo
- 51. Help settle an argument between friends
- 52. Campaign for a political office
- 53. Find errors in a financial account
- Engrave lettering or designs on a trophy or plaque
- 55. Study chemistry
- 56. Draw cartoons

- 57. Give directions to visitors
- 58. Publicize a show or athletic event
- 59. Figure shipping costs for catalog orders
- 60. Operate a slide or movie projector

- 61. Use a microscope or other lab equipment
- 62. Design a metal sculpture
- 63. Help friends with their problems
- 64. Conduct business by phone
- 65. Make charts or graphs
- 66. Learn how to repair a typewriter
- Read about the origin of the earth, sun, and stars
- 68. Play in a band
- 69. Teach people a new hobby
- Interview workers about company complaints
- 71. Calculate the interest on a loan
- 72. Watch a technician repair a television
- 73. Observe and classify butterflies
- 74. Write reviews of Broadway plays
- 75. Help people during emergencies
- 76. Hire a person for a job
- 77. Keep expense account records
- 78. Prune plants and shrubs
- 79. Study the effects of vitamins on animals
- 80. Design a poster for an event
- 81. Entertain others by tetting jokes or stories
- 82. Manage a small business
- 83. Look for errors in the draft of a report
- 84. Shelve books in a library
- 85. Learn how birds migrate
- 86. Play a musical instrument
- 87. Give a tour of an exhibit
- 88. Conduct a door-to-door opinion poli
- 89. Operate office machines
- 90. Inspect products for defects



3

CT Student Profile Section

The Student Profile Section asks you for Information about your background, interests, needs, and plans. It is designed to help you think about your educational future and to help colleges in their planning

Information on racial/ethnic background, native language, marital status, religious preference, and physical disability is released only to institutions that request it in accordance with federal guidelines. These institutions have promised to keep this information confidential. You are NOT required to provide this information.

Be sure the information you provide is as accurate as possible, because it will be used in various ways. For example, a college may use your ACT Assessment Information as your application for admission; the information would then become part of your basic record at the college. And some scholarship programs may need your answer to certain SPS questions in order to consider you for an award.

Mark your answers to the SPS on page 3 of your registration folder. Although you are NOT required to complete this section and you may skip any question that you do not wish to answer, ACT can provide colleges with your most complete profile only If you answer every question each time you register.

Admissions/Enrollment Information
1. I plan to enroll as a
full-time student1
part-time student2
2. I plan to attend classes primarily
during the
day1
evening2
3. I plan to enter college in
January/February 19960
March/April 19961
May/June/July 19962
August/September/October 19963
November/December 19964
January/February 19975
March/April 19976
March/April 19976 May/June/July 19977
August/September/October 19978
I am currently enrolled in college9
4. Upon entering college, I plan to live in
residence half1
off-campus room or apartment
or own home2
parents' or relative's home3
married student housing4
fratemity or sorority5
5. My current marital status is
unmarried1
married2
Nease respond Y or N to items 6 and 7.
Yes, applies to meY
No, does not apply to meN
6. I am a United States citizen.
7. I am a legal resident of the state
A

I recorded on my registration folder.

Opportunities for financial assistance, including state and federal funding, are available for students with certain types of disabilities. Many colleges wish to be alerted to students who may want to use special support services. The tollowing item allows you to identify your disability so that colleges may contact you about assistance that may be available. Colleges have indicated that your response will be used only for these purposes.

8. Please respond to this item only if you have a physical or diagnosed learning disability. Mark the one choice that most closely describes your situation. Blind or low-vision (not correctable with prescription lenses)1 Deafness or hard-of-hearing......2 Learning disabled......3 Attention deficit disorder4 Other neurological impairment5

Require wheelchair access......6

Other orthopedic impairment......7

Multiple disabilities.....8

Other disability9 Please respond Y or N to Items 9 and 10. Yes, applies to me No, does not apply to me

9. I have served or am currently serving on active duty with the military forces.

10. I have previously earned college credit.

Educational Plans, Interests, and Needs

The items in this section deal with your special plans, interests, and educational needs.

College Major and Occupational Choice For questions 11-13, examine the list of majors on the next page that begins with number 400 and ends with number 934. When you have decided on your enswers, fill in the appropriate ovals on your registration folder.

Since we could not list all possible occupations and majors (programs of study), you may not be able to find an exact description of the one you plan to enter. If that is so, you may choose a general area—for example, 410 (Agriculture & Agricultural Technologies, General), 620 (Engineering (pre-engineering), General), 920 (Visual and Performing Arts, General). If you are completely undecided, mark 400.

- 11. Which college major (program of study) do you plan to enter?
- 12. What is your first choice of occupation (vocation)?
- Many people consider more than one occupation or vocation. What Is your second choice?
- 14. How sure are you about your current choice of college majo? I am very sure .. I am fairly sure
- 15. How sure are you about your first occupational choice?

i am not sure

I am very sure	1
I am fairly sure	2
I am not sure	3

16. What is the highest level of education you	
expect to complete?	
Vocational/technical program	
(less than 2 years)1	
Two-year college degree2	
Bachelor's degree3	
One or 2 years of graduate study	
(MA, MBA, etc.)4	
Professional level degree (PhD, MD,	
LLB, JD, etc.)5	
Other6	
17. I estimate my overall grade point average a	t
the end of my first year in college will be:	
0.5-0.9 (D- to D)1	

1.0 1.7 (5 65 5 /	
1.5-1.9 (C- to C)	
2.0-2.4 (C to B-)4	
2.5-2.9 (B- to B)5	
3.0-3.4 (B to B+)6	
3.5-4.0 (A- to A)7	
18. I am interested in participating in ROTC,	
NROTC, AFROTC, etc. (Reserve Officers	•
Training Corps).	

Special Educational Needs, Interests, and Goals

Many colleges offer special assistance for the individual development of students. You may wish to seek such assistance. Please respond Y or N to each item (19-24).

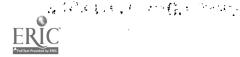
Yes, applies to me ... No, does not apply to me.....

- 19. I need help deciding my educational and occupational plans.
- 20. I need help in expressing my ideas in writing.
- 21. I need help in improving my reading speed and comprehension.
- 22. I need help in improving my study skills.
- 23. I need help in improving my mathematical
- 24. I would like help with personal concerns.

The next questions (25-39) relate to special college programs designed for students who want and are able to pursue academic work of an enriched or accelerated nature. Please respond Y or N to each item.

Yes, I am interested and would like to be considered No, I am not interested

- 25. Independent study (a program of study with topics chosen by the student, approved by the college and supervised by a professor. often part of an honors program)
- 26. Freshman honors courses (designed to challenge academically superior students)
- 27. Study in a foreign country during undergraduate years in college
- 28. Advanced placement in English
- 29. Advanced placement in mathematics
- 30. Advanced placement in social studies
- 31. Advanced placement in natural sciences
- 32. Advanced placement in French 33. Advanced placement in German
- 34. Advanced placement in Spanish
- 35. Advanced placement in other language





List of College Majors and Occupational Choices

and the second	COC But also are a second of the second of t	7CO Describe Architec
400 Undecided	S&S Pre-elementary (early childhood) Education S&G Secondary Education	759 Physician Assisting 760 Physical Therapy/Assisting 761 Radiology/Radiologic Technology 762 Recreations!/Art/Music Therapy 763 Respiratory Therapy/Technology 764 Speech Pathology/Musiciology 765 Veterinarian Assisting
410 AGRICULTURE & AGRICULTURAL TECHNOLOGIES, General	586 Secondary Education 587 Student Counseling	761 Radiology/Radiologic Technology
411 Agricultural Business 412 Agricultural Economics	588 Teacher Aide	763 Resolvatory Therapy/Technology
	590 TEACHER EDUCATION, General	764 Speech Pathology/Audiology
413 Agricultural Production/Technology 414 Agricultural Production/Technology 415 Agronomy (e.g., lietd crop management, soits) 416 Animal Sciences (e.g., animal breeding, dairy, pouttry) 417 Farm and Ranch Management 418 Fish, Game, and Wildlife Management 419 Food Sciences/Technology 420 Forestry (pre-forestry) and Related Sciences 421 Horticulture/Organical Horticulture 422 Historial Recognitions	591 Apricultural Education 592 Art Education	766 Veterinary Medicine (pre-veterinary medicine)
416 Animal Sciences (e.g., animal breeding, dairy, pouttry)	593 Business Education 594 English Education 595 Foreign Languages Education 596 Health Education	780 HOME ECONOMICS, General
417 Farm and Ranch Manapement 418 Fish Game and Wildlife Management	594 English Education 595 Foreion Languages Education	781 Child Development, Care, and Guidance
419 Food Sciences/Technology	596 Health Education	782 Child Care Aide/Assisting
420 Forestry (pre-forestry) and Retaled Sciences 421 Hardicalture/Ornamental Hardicalture	597 Home Economics Education 598 Industrial Arts Education	781 Chârd Development, Care, and Guidance 782 Chârd Care Ade/Assisting 783 Culinay Arts (chel/cook) 784 Family/Consumer Resource Management
422 Natural Resources (air, water, soil, etc.) Management	500 Mathematics Education	
430 ARCHITECTURE & ENVIRONMENTAL DESIGN, General	600 Music Education 601 Physical Education 602 Science Education	787 Food Sciences & Human Rutrition/Dietetics
431 Architectural Drafting	602 Science Education	763 Food Production, Management, and Services 787 Food Sciences & Human Martitlon/Dietetics 788 Human Environment and Housing 789 Individual and Family Development 790 Textiles and Clothing
432 Architecture (pre-erchitecture) 433 Buildian Construction/Construction Science	604 Special Education (e.g., learning disabled, pitted)	790 Textiles and Clothing
433 Building Construction/Construction Science 434 City, Community, and Repional Planning 435 Environmental Design	602 Sacial Studies/Social Sciences Education 603 Social Studies/Social Sciences Education 604 Special Education (e.g., teaming disabled, gitted) 605 Special Correction Education 606 Teaching English as a Second Language 607 Technical/Trade and Industrial Education 608 Education, Other Subject Area	800 LETTERS, General
435 Enveronmental Design 436 Intertor Design	607 Technical/Trade and Industrial Education	801 Classics
437 Landscape Architecture	608 Education, Other Subject Area	802 Comparative Literature 803 Creative Writing
450 BUSINESS & MANAGEMENT, General	620 ENGINEERING (PRE-ENGINEERING), General 621 Acrospace, Acronautical & Astronautical Engineering 622 Archatural Engineering 623 Archatectural Engineering 624 Bloesqueering and Blomedical Engineering 625 Ceramic Engineering 625 Computer Engineering 626 Computer Engineering 627 CWI Engineering 628 Construction EngineeringConstruction Management 630 Electrical, Electronics & Communications Engineering 631 Engineering Management 632 Engineering Physics 633 Engineering Physics 634 Environmental Health Engineering 635 Geological and Geophysical Engineering 636 Materials Engineering 637 Materials Engineering 638 Mechanical Engineering 649 Mining and Mineral Engineering 640 Mining and Mineral Engineering 641 Naval Architecture and Marine Engineering 642 Nuclear Engineering 643 Occas Engineering 644 Petroleum Engineering 645 Systems Engineering 645 Systems Engineering	804 Enolish, General
451 Accounting 452 Banking and Finance	621 Aerospace, Aeronautical & Astronautical Engineering	805 Linguistics 806 Literature, English/American
452 Barring and Pinance 453 Business Administration and Management	623 Architectural Engineering	807 Speech, Debale, and Forensics
454 Ruciases Fononmics	624 Bioengineering and Biomedical Engineering	AND MATHEMATICS Constrain
455 Contract Management & Procurement/Purchasing 456 Hotel/Motel/Restaurant Management 457 Human Resources Development/Training 458 Institutional Management	625 Ceramic Engineering 626 Chemical Engineering	810 MATHEMATICS, General 811 Actuartal Sciences
457 Human Resources Development/Training	627 Civil Engineering	812 Applied Mathematics 813 Statistics
458 Institutional Management	628 Computer Engineering 629 Construction Engineering/Construction Management	613 520505
459 Insurance and Risk Management 460 International Business/Management	630 Electrical, Electronics & Communications Engineering	820 PHILOSOPHY, RELIGION, & THEOLOGY, General
461 Laborindustrial Relations 462 Management Information Systems	631 Engineering Management 632 Foolingering Physics	821 Bible Studies 822 Philosophy
463 Management Science	633 Engineering Science	823 Religion
462 Management Information Systems 463 Management Information Systems 464 Marketing Management and Research 465 Organizational Behavior 466 Perconnel Management 467 Real Estate	634 Environmental Meann Engineering 635 Geological and Geophysical Engineering	821 Religion 824 Religious Education 825 Religious Music
466 Personnel Management	636 Industrial Engineering	826 Theology
467 Real Estate 468 Small Business Management/Ownership	637 Materials Engineering 638 Machanical Engineering	830 SCIENCES (BIOLOGICAL & PHYSICAL), General
469 Trade and Industrial Supervision and Management	639 Metalkirgical Engineering	831 Astronomy
470 Transportation Management	640 Mining and Mineral Engineering	832 Atmospheric Sciences and Meteorology 833 Biochemistry and Biophysics
480 BUSINESS & OFFICE, General	642 Nuclear Engineering	834 Blology 835 Botany 836 Chemistry 837 Earth Science
481 Bookkeeping 482 Business Data Processing/Computer Operation	643 Ocean Engineering	835 Botany 836 Chemistry
493 Court Deporting	645 Systems Engineering	837 Earth Science
484 Office Sepondados and Management 485 Secretarial (Including executive, legal, medical) 486 Typhog and General Office 487 Word Processing	660 ENGINEERING-RELATED TECHNOLOGIES, General	KSS ECOLOGY
486 Typing and General Office	661 Aeronatical Technology	839 Geology 840 Microbiology
487 Word Processing	662 Air Conditioning, Heating & Retrigoration Tech.	841 Oceanography 842 Physics
\$10 MARKETING & DISTRIBUTION, General	664 Biomedical Equipment Technology	843 Zoology
511 Feshion Merchandising 512 Retailing and Sales	665 CMI Technology 666 Cornector Technology	850 SOCIAL SCIENCES, General
\$13 Travel Services and Tourism	667 Construction Technology	851 Anthropology
SZO COMMENCICATIONS & COMMUNICATIONS TECH., General	660 ENGINEERING-RELATED TECHNOLOGIES, General 661 Aeronastical Technology 662 Air Conditioning, Healing & Retrigeration Tech. 663 Architectural Design 664 Biomedical Equipment Technology 665 CNRT technology 666 Computer Technology 667 Construction Technology 668 Design and Design Technology 669 Electrical Technology 669 Electrical Technology	851 Anthropology 852 Economics 853 Geography 854 History 855 International Relations
S21 Advertision	670 Electronic Technology	854 History
\$22 Commercial Art \$23 Graphic and Printing Communications	671 Electromechanical Instrumentation & Maintenance Tech. 672 Enginemental Control Technology	855 Law fore-lawf
S24 Journalism S25 Photographic/door Picture Technology S26 Public Relations S27 Radio/Television Broadcasting S28 Radio/Television Broadcasting S28 Radio/Television Broadcasting	673 Industrial Production Technology	856 Law (pro-law) 857 Paralegal/Legal Assisting 858 Political Science/Government
SZ5 Photographic/Motion Picture Technology 626 Public Relations	674 Laser Electro-Optic Technology	ASS POLICE SCIENCE/GOVERNMENT
		859 Psychology
527 Radio/Television Brosocasting	676 Mechanical Design Technology	859 Psychology 860 Sociology
SZZ Radio/Television Broadcasting SZB Radio/Television Production and Technology	675 Mechanical Design Technology 677 Misking and Petroleum Technology 678 Occurational Styley & Health Technology	859 Psychology 860 Sociology 861 Urban Studies
540 CONGRUNCTY & PERSONAL SERVICES, Geograf	675 Mechanical Design Technology 677 Mining and Petroleum Technology 678 Occupational Safety & Health Technology 678 Sorveying and Mapping Technology	859 Psychology 860 Sociology 861 Urban Sindles 870 TRADE & BROUSTRUAL, General
540 COMMUNITY & PERSONAL SERVICES, General	6/3 Machanical Design Technology 676 Mechanical Design Technology 677 Mining and Petroleum Technology 678 Occupational Safety & Health Technology 679 Sorveying and Mapping Technology 680 Engineering-Related Technologies, Other	859 Psychology 860 Sociology 861 Urban Studies 870 TRADE & BROUSTRUAL, General 871 Aircraft Mechanics
540 COMMUNITY & PERSONAL SERVICES, General	669 Electrical Technology 670 Electronic Technology 671 Electronic Technology 671 Electronic Technology 671 Electronic Technology 673 Industrial Production Technology 674 Lisser Electro-Optic Technology 675 Manufacturing Technology 676 Mechanical Design Technology 676 Mechanical Design Technology 677 Mining and Petroleum Technology 678 Occupational Sarley & Health Technology 679 Serveying and Mapping Technology 680 Engineering-Related Technologies, Other 720 FOREIGH LANGUAGES, General	859 Psychology 860 Sociology 861 Urban Studies 870 TRADE & BROUSTRUAL, General 871 Aircraft Mechanics
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Some colleges allow students to receive credit for certain courses through the use of special testing procedures. Indicate in which subject areas you would be interested in obtaining credit

- by examination. 36. Credit by examination in English
- 37. Credit by examination in mathematics 38. Credit by examination in social studies
- 39. Credit by examination in natural sciences

College Extracurricular Plans

The next questions (40-55) list student activities you may be interested in at college. Please respond Y or N to each item.

Yes, I do plan to participateY No. I do not plan to participateN

- 40. Instrumental music
- 41. Vocal music
- 42. Student government
- 43. Publications (newspaper, yearbook, literary
- 44. Debate
- 45. Departmental clubs
- 46. Dramatics, theater
- 47. Religious organizations
- 48. Racial or ethnic organizations
- 49. Intramural athletics
- 50. Varsity athletics
- 51. Political organizations
- 52. Radio-TV
- 53. Fraternity or sorority
- 54. Special-interest groups (ski club, sailing club, judo club, card section, drill teams, etc.)
- 55. Camous or community service organizations

Financial Aid

The next four questions ask for information about financing your college education, which will be useful to college financial aid officers. Use the responses below to answer items 56-57.

Yes, applies to me..... No, does not apply to me.....N

- 56. I expect to apply for financial aid to help meet college expenses.
- 57. I expect to work while attending college and would like help in finding employment.
- 58. About how many hours per week do you plan to work during your first year of

wilde:	
None	1
1–10	2
11-20	
21-30	
31 or more	5

59. To plan financial ald for entering students. colleges need to know the financial background of their students. Please estimate the approximate total combined income of your parents before taxes last year.

Less than \$18,000 About \$18,000 to \$24,000 About \$24,000 to \$30,000 About \$30,000 to \$36,000.... About \$36,000 to \$42,000 About \$42,000 to \$50,000 About \$50,000 to \$60,000 About \$60,000 to \$80,000..... About \$80,000 to \$100,000......

More than \$100,000

Background Information

Items 60-65 request information about you and your family.

- 60. Which of the following best describes the community in which you live? Farm or open country.....1 Town or city with population of: Less than 500.....2 500-1,999......3 2.000-9.999.....4 10.000-49,999.....5 50,000-249,999.....6 250.000-499.999......7 500,000-999,999.....8 More than 1 million9
- 61. How many brothers and sisters under 21 years of age do you have?

None	
One	
Two	
Three	
Four	
Five	
Six	
Seven	7
Eight	£
Nine or more	

o2. Indicate your religious affiliation or preference. (We could not list all possible religious denominations here; this list emphasizes those that sponsor several colleges or universities in the United States.)

Assemblies of God	01
Baptist	02
Southern Baptist	03
Christian (Disciples of Christ)	04
Christian Reformed/Reformed	
Church of the Brethren	06
Church of Christ	
Church of God	
Church of the Nazarene	
Eastern Christian Orthodox	
Episcopal	
Friends	11
Jewish	
Latter-Day Saints	
Lutheran	
Lutheran—Missouri Synod	15
Methodist	16
African Methodist Episcopal	10
(A.M.E.)	17
Oroch todos	
Presbyterian	
Seventh Day Adventist	
United Church of Christ	
Other	
None	ئكى
I prefer not to respond	

63. How far away do you live from the college

or orbore to attend to	
Less than 10 miles	1
10-25 miles	2
26-100 miles	З
More than 100 miles	4
I have no particular college in	
mind yet	5
English the language most freque	

spoken in your home?

Yes	ľ
	
prefer not to respond	c
Dicici victio respense minimiza	_

6

Colleges often provide special educational programs and opportunities, and in some cases scholarships or financial assistance, for students from particular racial or ethnic backgrounds. The following item provides a means for you to identify yourself so that colleges may communicate with you about these programs and opportunities. This information also assists colleges in reporting data required by the 1964 Civil Rights Act.

65. Which of the phrases below best describes your racial/ethnic background? Please select only one response. African-American/Black1 American Indian, Alaskan Native2 Caucasian-AmericanWhite3 Mexican-American/Chicano4 Asian-American, Pacific Islander......5 Puerto Rican, Cuban, other Hispanic origin6 Other......7

Factors Influencing College Choice

Items 66-77 concern factors influencing your college choice.

Multiracial

I prefer not to respond.....9

66. I prefer to attend the following type of	
college:	
Public college or university	
(4-year)	_1
Private college or university	
(4-year)	.2
Public community or junior college	
. (2-year)	ھ.
Private junior college (2-year)	4
Vocational-technical school (2-year	
or less)	.5
School of nursing	6
67. I prefer to attend a college that is	
coeducational	1
all male	ື່ ວ
all I lav	-

no preference..... 68. In which state do you prefer to attend college? You may indicate up to five states in order of preference. Use the state code list on page 1 of your registration folder.

all female

69. I prefer to attend a college with a maximum yearly tuition of (do not include room and board):

\$500	1
\$1,000	2
\$2,000	3
\$3,000 \$4,000	4
\$4,000	5
\$5,000	6
\$7,500	7
\$10.000	
No preference	9
=	

70. The size of the student body of the college I prefer to attend is

MEIGI IO ALLEI IO IO	
under 1,000 students	1
1,000 to 5,000 students	2
5,000 to 10,000 students	
10,000 to 20,000 students	4
20,000 students and over	



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In selecting a college, how important to you are (were) the following factors? Please rank items 71-77 by assigning a 1 to the most important one, 2 to the next most important, and so on. Do not assign the same rank to more than one item. If you wish to omit one or more items, you may.

- 71. Type of institution (private, public: 4-year, 2-year)
- 72. Male/female composition of student body (e.g., all male, all female, coeducational)
- 73. Location (state or region)
- 74. Tuition, cost
- 75. Size of enrollment
- 76. Field of study (major, curriculum)
- 77. A factor other than those listed above

High School Information

Items 78-189 concern information about your high school education and activities. If you have been out of high school for 4 years or more, skip Items 78-189; you may go directly to

- 78. The high school from which I will (did) graduate can be best described as a public high school ... Catholic high school private, independent school. private, denominational school.. military school _ other.
- 79. The number of students in my high school graduating class is (was) fewer than 25 ... **25-9**9. 100-199 200-399 400-599 600-899.

900 or more..

80. The percentage of students in my high school who are (were) of racial background similar to mine is (was)

10% or less	1
between 11% and 25%	2
between 26% and 50%	3
between 51% and 75%	4
between 76% and 90%	
91% or more	

- 81. My class rank in high school is/was (if you are not sure, give your best estimate)
 - top quarter second quarter. third quarter. fourth quarter.
- 82. My overall high school average is (was) (D-to D) 0.5-0.9. (D to C-) 1.0-1.4. (C- to C) 1.5-1.9. (Cto B-) 2.0-2.4. (B-10B) 2.5-2.9. (B to B+) 3.0-3.4 (A-10 A) 3.5-4.0
- 83. The program of high school courses I took can best be described as business or commercial.
 - vocational-occupational. college preparatory. other or general.

Years Certain Subjects Studied (Grades 9-12)

Items 84-93 concern the number of years you will have studied certain subjects by the time you graduate (or have studied, if you have graduated) from high school. Use the responses below to answer all the items in the group.

Half-year	1
One year	
One and a half years	3
Two years	4
Two and a half years	5
Three years	
Three and a half years	
.Four years or more	8
I did not take any course in the	
subject	9

- 84. English
- 85. Mathematics
- 86. Social studies (history, civics, geography, economics)
- 87. Natural sciences (biology, chemistry, physics) 88. Foreign language (Spanish)
- 89. Foreign language (German)
- 90. Foreign language (French)
- 91. Foreign language (other)
- 92. Business or commercial
- 93. Vocational-occupational

Advanced Placement, Accelerated, or Honors Courses

While in high school, I was enrolled in advanced placement, accelerated, or honors courses in the following areas. Use the responses below to answer all the items in this group.

Yes	 	l
No	 	١

- 94. English
- 95. Mathematics
- 96. Social studies
- 97. Natural sciences
- 98. Foreign language

High School Extracurricular Activities

Items 99-114 list student extracurricular activities. Please answer Y or N to each item on the list.

Yes, I	participated in this activityY
	did not participate in this
activit	yN

- 99. Instrumental music (band, orchestra)
- 100. Vocal music
- 101. Student government
- 102. Publications (newspaper, yearbook, literary magazine)
- 103. Debate
- 104. Departmental clubs (science club, math club, etc.)
- 105. Dramatics, theater
- 106. Religious organizations
- 107. Racial or ethnic organizations
- 108. Intramural athletics
- 109. Varsity athletics
- 110. Political organizations
- 111. Radio-TV
- 112. Fraternity, sorority, or other social clubs
- 113. Special interest groups (ski club, sailing club, judo club, card section, drill teams,
- 114. School or community service organizations

Out-of-Class Accomplishments

Items 115-177 deal with your high school out-or class accomplishments. Please respond Y or I to each item.

Yes, applies to me.....Y No. does not apply to meN

- 115. Was appointed to a student office
- 116. Actively campaigned to elect myself or another student to a school office
- 117. Organized a school political group or campaign
- 118. Participated in a nonschool political campaign
- 119. Participated in a student movement to change institutional rules, procedures, or
- 120. Was elected to one or more student offices
- 121. Received an award or special recognition for leadership (of any kind)

- 122. Composed music
- 123. Performed with a professional musical group (orchestra, band, choral group)
- 124. Performed in a school musical group
- 125. Gave a public recital (individual or group)
- 126. Played a musical instrument
- 127. Received a superior rating in a state music contest
- 128. Participated in a state music contest

Speech

- 129. Placed first, second, or third in a regional or state speech or debate contest
- 130. Entered a school speech or debate contest
- 131. Had substantial roles in high school or church-sponsored plays
- 132. Gave a speech recital
- 133. Had roles in plays (not high school or church-sponsored)
- 134. Appeared on radio or TV as a performer
- 135. Read for a part in a high school play Art

- 136. Finished a work of art (painting, ceramics, sculpture, etc.) on my own (not as part of a course)
- 137. Exhibited a work of art at my school
- 138. Exhibited a work of art in a statewide or regional show
- 139. Exhibited a work of art in a city or county art show
- 140. Won a prize or award in an art competition at my high school
- 141. Won a prize or award in a city, county, or state artistic competition
- 142. Had photographs, drawings, or other artwork published in a public newspaper or magazine



Writing

- 143. Worked on the staff of a school paper or yearbook
- 144. Had poems, stories, essays, or articles published in a school publication
- 145. Wrote an original but unpublished piece of creative writing on my own (not as part of a course)
- 146. Had poems, stories, or articles published in a public newspaper or magazine (not school paper) or in a state or national high school anthology
- 147. Won literary award or prize for creative writing
- 148. Had a work of creative writing published in a public magazine or book
- 149. Had a work of creative writing published in a school literary magazine or newspaper

Science

- 150. Wrote an independent paper on a scientific topic which received the highest possible grade given in my school
 151. Performed an independent scientific
- Performed an independent scientific experiment (not as part of a course)
- 152. Participated in a National Science Foundation summer program for high school students
- 153. Won a prize or award (of any kind) for scientific work or study
- 154. Placed first, second, or third in a regional or state science contest
- 155. Placed first, second, or third in a school science contest
- 156. Participated in a scientific contest or talent search

Athletics

- 157. Participated in one or more varsity athletic team events (football, basketball, baseball, etc.) while attending high school
- 158. Earned a varsity letter in one or more sports in high school
- 159. Was appointed or elected cheerleader or captain of a varsity team in high school
- Received all-city, league, county, or state team award (including honorable mention)
- Participated in an organized athletic competition outside high school
- 162. Participated in two or more individual athletic activities (tennis. swimming, bowling, skiing, goff, etc.)
- 163. Attended athletic events regularly

Community Service

- 164. Won recognition or an award for a Club or organization activity (FFA, FHA, 4-H, Scouting, Boys' Club, Girls' Club)
- 165. Taught in a church or synagogue, or led a religious service on a regular basis
- 166. Worked as a volunteer aide in a hospital, clinic, or home
- 167. Was active in programs which helped my community or neighborhood develop pride in itself
- 168. Participated in a program to assist children or adults who were handicapped mentally, physically, educationally, or economically
- 169. Worked as a volunteer on a civic improvement project or in a voter education project
- 170. Received an award or recognition for any kind of community service

Work Experience

- 171. Held a regular part-time job (e.g., waitress, sales clerk, newspaper carrier, etc.)
- 172. Held a full-time paying job during the summer
- 173. Earned money by selling goods or services
- 174. Participated in a work-study, distributive education, cooperative work program while enrolled in high school
- 175. Started my own business or service
- 176. Supervised the work of others
- 177. Managed the financial affairs of some organization

Evaluation of High School Experience

Items 178-188 ask you to rate certain aspects of your high school. Your name will not be identified with your responses. (A group report without names will be sent to high schools testing 30 or more students per year.) Please try to be both frank and fair, answer in terms of your own experience or observations and not in terms of what you may have heard from other students. Use the following scale:

Satisfied, no change necessary	1
No strong feelings one way or	
the other	2
Dissatisfied, improvement is	
needed	З
No experience with this aspect	
of the school	4
Classroom instruction	

- 179. Number and variety of course offerings
- 180. Grading practices and policies

- 181. Number and kinds of tests given
- 182. Guidance services provided by the guidance office
- 183. School rules, regulations, and policies
- 184. Library or learning center
- 185. Laboratory facilities
- 186. Provision for students needing special assistance in improving skills in reading, math, etc.
- 187. Provision for academically outstanding students (e.g., honor programs, accelerated courses, etc.)
- 188. Adequacy of programs in career education and planning
- 189. How adequate do you feel your high school education has been (was)?

Very inadequate	1
Below average	2
Average	3
Good	4
Excellent:	5

Information About Educational Opportunities

The ACT Educational Opportunity Service permits you to receive information about educational and financial aid opportunities from colleges, governmental agencies, and professional associations. It also identifies you to scholarship agencies so they may alert you to financial aid opportunities they offer. These organizations and scholarship agencies may want to send information to students with special characteristics (e.g., those who live in a particular state, who plan a specific college major, or whose ACT score falls within a given range). By selecting "yes" below, you authorize ACT to release your identifying information (name, address, Social Security number, sex, and date of birth), high school, year of graduation, intended college major, and first choice vocational field to these organizations and scholarship agencies. You also indicate your interest in receiving information from these organizations and scholarship agencies.

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SAT Student Descriptive Questionnaire (SDQ) 1995-1996

College Entrance Exam Board and Educational Testing Service 1995



Student Descriptive Questionnaire (SDQ)

(For item 12, pages 2 and 3 on the Registration Form)

Although completing the SDQ is voluntary, it enables you to send colleges information about your interests, activities, and plans, along with your test scores. Your responses may help counselors and admission officers advise you about your college plans.

Your answers to most questions will appear on the score reports that will be sent to you, your high school, and colleges and scholarship programs you name to receive reports. On score reports for the SAT I: Reasoning Test and SAT.II: Subject Tests, your responses will be used to compare your college plans and preferences to the characteristics of the colleges to which you are reporting your scores. Your answers to other questions (the guestionnaire identifies which ones) will not

appear on any score reports but will be used for research and planning by educational institutions. Recipients of College Board scores and related data are advised to maintain confidentiality of data and to adhere to College Board guidelines. You are encouraged to answer all questions, but you may skip any question you wish.

Most of the questions are addressed to students still in high school. If you are no longer in school, answer them as well as you can.

Making Changes in Your SDQ

You need to complete this SDQ only once. If you register for a subsequent test date, you can change those answers that

you want updated. Hawever, you must answer the entire question because your new answer will completely replace your previous answer. For example, if you have taken a calculus course since the last time you answered the SDQ and want to update your SDQ to include this information, you must record all your previous math courses as well as calculus, even though you recorded these courses the first time you answered the SDQ. Your previous answers to all other questions will continue to be reported as they were to high schools and colleges.

To make changes in your SDQ, call College Board SAT Program, 1-609-771-7600.

If you reregister by telephone, remember to update any of your SDQ responses that may have changed.

1. Indicate the total number of years of high school courses (in grades 9 through 12) you have taken or plan to take in each of the subjects listed below. If you have not taken any course in a subject and do not plan to take one in high school, fill in the oval in the "None" column. If you repeat a course, count it only once, if one (or more) of the courses is an advanced placement. accelerated, or honors course, fill in the ovel in the "Honors" column.

Arts and Music (for example, art, music, art history, dance, theater) English (for example, composition, grammer, or literature) Foreign and Classical Languages **Mathematics** Natural Sciences (for example, biology, chemistry, or physics) Social Sciences and History (for example, history, government, or geography)

in questions 2-5, using the same guidelines as in question 1, Indicate the total number of years you have taken or plan to take the specific courses listed.

2. Foreign and Classical Languages

Chinasa French German Greek Hebrew

ttalian

Japanese Korean Latin Russian Spanish Other language courses

Mathematics

Algebra Geometry Trigonometry Calculus Computer Math

Other mathematics courses **Precelculus**

4. Natural Sciences

Biology Chemistry Geology or related Earth or Space Sciences Other science courses

5. Social Sciences and History

U.S. History U.S. Government or Civics European History World History or Cultures Ancient History Anthropology **Economics** Geography Psychology Sociology Other social science or history courses

- 6. Please enter the average grade for all courses you have already taken in each subject.
 - A or excellent (usually 90-100)
 - B or good (usually 80-89)
 - C or fair (usually 70-79)
 - D or passing (usually 60-69) E or F or tailing (usually 59 or below)

Arts and Music English Foreign and Classical Languages **Mathematics** Natural Sciences Social Sciences and History

- Piease Indicate your cumulative grade point average for all academic subjects in high achool
 - A+ (97-100)
- A (93-96)
- C4 (77-79) C (73-76) C- (70-72) •
- A- (90-92)
- B+ (87-89) (83-86)
- D+ (67-69) D (65-66)
- B- (80-82)
- E or F (below 65)
- 8. What is your most recent high school class rank? (For example, if you are 15th in a class of 100, you are in the second tenth.) ti you do not know your rank, please check with your high school guidance counselor. If rank is not used in your achool, give your best estimate.
 - a. Highest tenth
 - top fifth b. Second tenth
 - Second fifth
 - Middle fifth
 - Fourth fifth Lowest fifth

Information about the content of some of your high school courses and related activities out of class that you have taken or plan to take. (You may mark more than one in each subject

For guestions 9 through 11, please provide

- English course work or experience
 - American Literature
 - b. British Literature
 - c. Composition
 - d. Grammar
 - e. Literature of a country other than the United States or Britain
 - 1. Literature of different historical periods
 - Speaking and listening skills
 - h. English as a second language
- 10. Art and Music course work or experience
 - a. I have had no course work or experience in this area.
 - b. Acting or the production of a play
 - c. Art history or art appreciation
 - d. Dance
 - Drama or theater for appreciation
 - Music history, theory, or appreciation
 - Music, instrumental or vocal performance
 - Photography or filmmeking
 - Studio art and design
- 11. Computer course work or experience
 - a. I have had no course work or experience in this area.
 - b. Computer literacy, awareness, or appreciation
 - Data processing
 - d. Computer programming (BASIC, COBOL, FORTRAN, PASCAL, etc.)
 - e. Use of the computer to solve math problems
 - Use of the computer to solve problems in the social sciences
 - Use of the computer to solve problems in the natural sciences
 - h. Use of the computer in English courses
 - Word processing (use of the computer in writing letters or preparing papers)

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- 12A. Do you have regular access to a calculator?
 - a. No, I do not have regular access to a calculator
 - Yes, but I never or almost never use it.
 - c. Yes, and I use it once or twice a month.
 - d. Yes, and I use it once or twice a week.
 - e. Yes, and I use it almost every day.
- 12B. What is the primary way you learned to use a
 - a. I do not know how to use a calculator.
 - b. I learned on my own.
 - c. I learned in school classes.
 - d. I learned from a family member or friend.
 - e. I learned at my job or from a co-worker.
- 12C. What type of calculator do you use most frequently?
 - e. None, i do not use a calculator
 - b. A four-function calculator (add, subtract, multiply, and divide; may also include two or three other special keys such as (Joon ensups bna %
 - c. A scientific calculator (includes trigonometric functions (usually labeled SIN, COS, and TAN), [pi], and logarithms (usually labeled LOG))
 - d. A graphing calculator
 - e. A business or specialized calculator
- 12D. How often do you use a calculator on tests in your mathematics or science courses?
 - a. On every or almost every test
 - b. Sometimes on tests
 - c. Never, I am not allowed to use a calculator on tests.
 - d. Never, I prefer not to use a calculator on fasts.
- 13. In addition to regular class work, many students are involved in activities that reflect their abilities and interests. These include community service and involvement, extracumicular and out-of-school activities. and individual endeavors. Indicate in which grades you participated or plan to participate in the activities listed below. Remember to include activities and accomplishments that are not school sponsored as well as your extracurricular activities

If you have held a major office or position of leadership in an activity (for example, class president, varsity team captain, officer of a statewide organization) or if you have received an award or special recognition for achievement in an activity (for example, school prize for music or writing, varsity letter, regional science fair prize, state orchestra), fill in the ovel in the column marked "Officer/

- Academic honor society
- Art activity Athletics: intramural, junior varsity, or community sports
- Athletics: Varsity or amateur-level sports Career-oriented activity (for example,
- Future Teachers of America, Future
- Farmers of America, Future Homemakers) Community or service activity (for example, volunteer work, neighborhood clean-up or patrol group, Scouting, 4-H, Key Club)
- Computer activity (for example, a user's group, computer club, learning to use a computer on your own) Dance activity

- Debating or public speaking Ethnic or cross-cultural activity (for example, Black student organization, Hispanic club, International folk dancing)
- Foreign exchange or study abroad program

- Foreign language activity
- Government or political activity (for example, student government, honors council, working on a political campaign, human rights or civil rights activity in your community)
- Journalism or literary activity (for example, creative writing, yearbook, school newspaper, community newspaper)
- Junior Reserve Officers Training Corps
- Music: Instrumental (for example, high achool band, community orchestra, (Jhow olos
- Music: Vocal (for example, glee club, chorus, solo work)
- Religious activity or organization
- Science or mathematics activity flor example, math club, ecology or environmental group, science fair project)
- School-spirit activity (for example, cheerleading, drill team)
- Theater activity (for example, community or school production, acting, stage crew)
- Work: Gooperative work program
- Work: Part-time job, not school related Other activity not listed
- I have not participated in any of the above activities
- 14. Please indicate in which sports you have participated or plan to participate. (You may mark up to six sports.)
 - I have not participated in any sports.

O. Softball

Squash

2. Swimming

Tennis

6

Table tennis

5. Track and field

Volleyball

7. Water polo

8. Wrestling

9 Other

- a. Archery b. Badminton
- c. Baseball
- d. Beskethall
- Bowling e. L
- Boxing Cross-country
- Diving Fencing
- Field hockey
- k. Football
- Gott
- m. Gymnastics
- n. Handball
- a. Horsebeck riding
- p. toe hockey
- q. Lacrosse
- Martial Arts
- Racquetball
- L Ritlery u. Rowing (crew)
- v. Rugby w. Salting
- x. Skiing
- Sidn diving
- z. Soccer

Questions 15 through 20 ask about the kind of college or university you are interested in attending during your first year in college. There are no "right" or "wrong" answers, and you may mark as many preferences as you like. If you do not have an idea about the kind of college or university you'd like to attend, fill in the last oval, "Undecided."

- 15. What type(s) of institution are you interested in attending? (You may mark Leno right enom

 - a. A four-year college or university b. A two-year community or junior college
 - c. A vocational/technical school d. Undecided
- 16. Which of the following are you consider-ing? (You may mark more than one.)

 - A public university, state college, or community college
 A private university, college, or junior college (not religiously affiliated)
 A private, religiously affiliated university, college, or junior college

- 17. What size college(s) are you thinking of attending? (You may mark more than one.)
 - Less than 1,000 students
 - b. About 1,000 to 5,000 students
 - About 5,000 to 10,000 students
 - d. About 10,000 to 20,000 students
 - More than 20,000 students
 - f. Undecided
- 18. What college setting(s) do you prefer?
 (You may mark more than one.)
 - Large city or metropolitan area
 - b. Medium-size city
 - c. Small city or town
 - d. Suburban community
 - e. Rural
 - f. Undecided
- 19. Where would you like to go to college? (You may mark more than one.)
 - a. Close to home
 - b. In my home state
 - In a state bordering mine
 - d. Beyond states bordering mine
 - **Outside the United States**
 - f Undecided
- 20. What type(s) of college are you considering? (You may mark more than one.)
 - nem its no nemow IA. a
 - b. Coeducational
 - c. Undecided
- 21. What is the highest level of education you plan to complete beyond high school? (Mark only one.)
 - Specialized training or certificate program
 - b. Two-year associate of arts or sciences degree (such as AA, AAS, or AS)
 - Bachelor's degree (such as BA or BS)
 - Master's degree (such as MA, MBA, or
 - Doctoral or related degree (such as PhD, JO, MD, DVM)
 - 1. Other
 - g. Undecided

A list of both general (bold type) and specific majors or areas of study in college is on page 18. Related areas or majors are indicated in parentheses. Although you do not need to know what your finajor in college will be, we would like you to mark the subject area or areas that interest you. In questions 22, 24, 25, 26, and 27 you may indicate the specific or general areas of study that you are considering.
If you have none, please fill in number 899
(Undecided).

- Indicate the major or area of study that is your first choice. Write in the code number and fill in the appropriate oval under each ďot.
- 23. How certain are you about your first choice of major or area of study?

 - Fairly certain
- Not certain 24-27. Indicate up to four other majors or area of study that interest you.
- 28. The College Board sponsors various service and publications to help students and their families plan for college. Occasionally, we may want to notify you of these opportunities. Would you and your family like to receive announcement shout these services an out-like them. publications?
 - Yes
 - No

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- 29. Did you take the PSAT/NMSQT?
 - Yes
 - No
 - I don't know
- 30. Some colleges allow well-prepared students to skip required introductory courses and take advanced course work instead. This exemption is sometimes based upon the results of tests such as Advanced Placement Examinations, SAT II: Subject Tests, and tests of the College-Level Examination Program. Some colleges give their own placement or "credit by examination" tests. Mark each subject area in which you plan to apply for advanced placement, credit by examination, or examption from courses.
 - a. Art
 - b. Biology
 - Chemistry
 - Computer Science d
 - **English**
 - Foreign Languages
 - Humanities

 - Methematics
 - Music
 - **Physics**
 - Social Studies
 - I don't plan to apply for exemption from these courses.
- 31. You may want to receive help outside regular course work from the college you plan to attend. If so, indicate each area in which you may want help.
 - Developing educational plans
 - Developing vocational/career or placement plans
 - Developing better study skills
 - d. Improving mathematical sidils
 - Improving reading skills
 - Improving writing skills
 - g. I don't plan to ask for help in these areas.
- 32. Below is a list of typical activities or clubs in which students participate in college. Mark each activity you may want to take part in while in college.

 - b. Athletics: Intramural sports
 - Athletics: Varsity sports
 - Community or service organization
 - Cooperative work or internship program
 - Dance
 - Debating or public speaking
 - Departmental organization (club within my major)
 - Drama or theeter
 - Environmental or ecology activity
 - Ethnic activity
 - Foreign study or study abroad program
 - m. Fraternity, sorority, or social club
 - n. Honors program or independent study ٥.
 - Journalism or Eterary activity
 - Music: Instrumental performance
 - Music: Vocal performance Religious activity
 - Reserve Officers Training Corps (ROTC,
 - AFROTC, or NROTC)
 - 1. Student government
 - u. None of the above
- 33. Do you plan to apply for financial aid at any college?
 - Yes
 No
 I don't know.
- 34. Do you plan to took for a part-time job while in college?
 - Yes No I don't know.

- 25. Where do you plan to five during your first year in college?

 - On-campus housing b.
 - c. Off-campus housing
 - d. I don't know.

The Cotlege Board wants its tests and services to be fair and useful to all candidates. Research based on responses to questions 36 through 38 will help the College Board evaluate and improve its tests and services. Your responses to 36, 37A, and 38 will also be reported to the colleges you specify that accept such information.

- 36. How do you describe yourself? (Mark only one.)
 - a. American Indian or Alaskan native
 - b. Asian, Asian American, or Pacific Islander
 - c. Black or African American Hispanic or Latino background:
 - d. Mexican or Mexican American
 - e. Puerto Rican
 - f. Letin American, South American, Central American, or other Hispanic or Latino
 - g. White
 - t. Other
- 37. Please answer both questions below about your language background.
- 37A. What language did you learn to speak first?
 - a. English only
 - b. English and another language
 - c. Another language
- 37B. What language do you know best?
 - e. English
 - b. English and another language about the same
 - c. Another language
- 38. What is your citizenship status?
 - a. U.S. citizen or U.S. national
 - U.S. permanent resident or refugee
 - c. Citizen of another country
 - d. Other or unknown
- 39. Colleges are often interested in contacting prospective students about their compusbased religious clubs and offerings. Please write in the number of your religious preference or affiliation and fill in the appropriate oval below each digit. If your religious preference or affiliation is not listed. please fill in number 97, "Other."
 - I prefer not to answer. African Methodist Episcopal 91
 - 03
 - 05 Anglican
 - 07 Assembly of God
 - Baha'i OB
 - 09 Baofist
 - 11 Southern Baptist Convention
 - Buddhism 13
 - Christian Church (Disciples of Christ) 15
 - Christian Reformed Church in America 17
 - 19 Church of the Brethren
 - 21 Church of Christ
 - United Church of Christ 23
 - Church of Christ, Scientist (Christian Science)
 - Church of God
 - Church of Jesus Christ of Latter-day Saints
 - 31 Church of the Nazarene
 - 33 **Episcopai** 35 Hinduism
 - 37 Islam
 - Judaism
 - Evangelical Lutheran Church in America

- 43 Lutheran Church-Missouri Syrnod
- 45 Managatta
- 47 Matherfiet
- Linited Matherist 49
- Eastern Orthodox churches 51
- 53 Pantacostal |
- 55 Presbyterian Church (U.S.A.)
- Reformed Church in America
- 57 Roman Catholic
- Seventh-day Adventist Society of Friends (Quaker) 61
- 63 Unitarian Universalist Association
- Wesleyan Church 65
- Worldwide Church of God 67
- Other 97
- 99 No preference or affiliation

Your answers to questions 40 through 43 will not be included on your score report or on the reports sent to your high school or any colleges. Your answers to these questions may be used for research purposes or reports about groups of students, but only in ways that ensure your privacy.

- 40. Please indicate any permanently disabling condition you have.
 - e None
 - ħ. Blindness or other noncorrectable visual impairment
 - Deafness or other hearing impairment
 - d. Paraplegia
 - Leaming disability
 - Other neurological or orthopedic impairment
 - g. Multiple disabilities
 - th Other
 - i. I prefer not to answer.
- 41. How do you think you compare with other people your own age in the following three areas of ability? For each area, fill in the appropriate response.
 - Among the highest 10 percent in this area of ability
 - Above average in this area
 - Average in this area
 - Below average in this area Mathematical ability Scientific ability

Writing ability

- 42. Indicate the highest level of education completed by your father (or male guardian) and your mother (or female guardian) by filling in the appropriate oval in each column. (Mark only one.)

 - a. Grade achool
 - b. Some high school
 - High school diploma or equivalent
 - Business or trade school
 - Some college
 - Associate or two-year degree
 - g. Bachelor's or four-year degree th. Some graduate or professional school
- Graduate or professional degree 43. What was the approximate combined Income of your parents before taxes last year? Include taxable and nontaxable income
- from all sources.
 - a. Loss than \$10,000
 - b. About \$10,000 to \$15,000 c. About \$15,000 to \$20,000
 - d. About \$20,000 to \$25,000 e. About \$25,000 to \$30,000

 - About \$30,000 to \$35,000 About \$35,000 to \$40,000
 - About \$35,000 to \$40,000
 About \$40,000 to \$50,000
 - About \$50,000 to \$60,000 About \$60,000 to \$70,000
 - About \$70,000 to \$80,000 About \$80,000 to \$100,000
- More than \$100,000



Appendix B Data Tables for Central City, South Texas and Upper Rio Grande Areas



Table B-1: Number and Percent of Persons Under Age 25 in Selected Areas in Texas by Household Incoms and Race/Ethnicity, 1989

\$<12,675 \$12,675 \$12,675-\$19,011 \$12,675-\$19,011 \$12,675-\$19,011 \$25,340-\$49,999 \$25,340-\$49,999 \$25,000-\$49,999 \$100,000 and up \$100,000	umber 091,617 563,415 566,631 666,631 195,202 161,041	111.23 111.25 111.25 111.25 113.25 12.25 12.25 13.25 1	Hatropol 316,298 179,397 205,774 305,676 438,427 415,764 146,857 133,884 South Tex	tumber X Number 16,298 14.8 239,74 19,397 8.4 93,78 05,774 9.6 81,83 05,676 14.3 93,46 15,764 19.3 62,56 46,857 6.9 14,19 33,884 6.3 4,49 South Texas Economic Region	Rumber 239, 743 93, 789 93, 468 94, 610 62, 561 14, 190 4, 494	34.9 13.7 13.7 13.8 9.1 0.7	Number 510,092 276,488 226,319 250,930 233,166	30.6 13.6	Number	N 6
1	617 654 631 702 171 171	1112.2 1112.2 111.2 12.2 12.2 13.2 14.2 15.2 15.2 16.2 16.2 16.2 16.2 16.2 16.2 16.2 16	Metropol 316,298 179,397 205,774 305,676 438,427 415,764 116,857 134,884 133,884 55,878	Iten Centri 14.8 8.4 9.6 14.3 19.3 6.9 6.3	239,743 239,743 93,780 81,837 93,468 94,610 62,561 14,190 4,494	34.9 112.0 13.7 13.8 0.1	510,092 276,488 226,319 250,930 233,166	30.6 16.6 13.6		•
i	617 654 631 171 171 041	12. 11. 11. 12. 13. 14. 15. 15. 16. 17. 18. 18. 18. 18. 18. 18. 18. 18. 18. 18	316,298 179,397 205,774 305,676 438,427 415,764 146,857 134,884 133,884 South Tex	14.8 8.4.9 14.3 19.3 6.9 6.9 6.3	239,743 93,780 81,837 93,468 94,610 62,561 14,190 4,494	34.9 13.7 13.7 9.1 0.7	510,092 276,488 226,319 250,930 233,166	30.6 16.6 13.6		6
.	617 654 631 171 171 171	11123.6 1111123.6 12444.26 11	316, 298 179, 397 205, 774 305, 676 438, 427 415, 764 146, 857 134, 884 135, 884	14.8 8.4 9.6 14.3 19.3 6.9 6.9 6.3	239,743 93,780 93,468 94,610 62,561 14,190 4,494	34.9 13.7 13.7 2.1 0.1 0.7	510,092 276,488 226,319 250,930 233,166	30.6 16.6 13.6		•
	654 631 702 171 641	11111 14111 144112 144412	179,397 205,774 305,676 438,427 415,764 146,857 133,884 South Tex 55,878	8.4 19.6 19.3 6.3 6.3 Economia	93,780 81,837 93,468 94,610 62,561 14,190 4,494 18,494	13.7 13.7 13.7 2.1 0.7	276,488 226,319 250,930 233,166	16.6 13.6	25,484	50.5
	654 631 171 202 041	11111 13.45 14.18.46 1.18.49	205,774 305,676 438,427 415,764 146,857 133,884 South Tex	9.6 14.3 19.3 6.9 6.3 8 Economi	81,837 93,468 94,610 62,561 14,190 4,494 c. Region	125.0 133.7 2.1 0.7	226,319 250,930 233,166	13.6	13,750	10.9
	631 171 040 041 041	4.6.4.6. 1.4	305,676 438,427 415,764 146,857 133,884 South Tex 55,878	14.3 19.3 6.9 6.3 Economi	93,468 94,610 62,561 14,190 4,494 c Region	13.7 9.1 0.7	250,930 233,166		13,724	9.01
	467 171 202 041	13.1 13.2 13.2 1.1 1.2 1.1	438,427 415,764 146,857 133,884 South Tex 55,878	20.4 19.3 6.9 6.3 Reconomi	94,610 62,561 14,190 4,494 6,881on	13.8 2.1 0.7	233,166	15.1	16,55/	13.2
	. 202 . 041 . 041	13.4 2.4.5 1.4.1 1.4.1	415,764 146,857 133,884 South Tex 55,878	19.3 6.9 6.3 88 Reonomi	62,561 14,190 4,494 c. Region	9.1 2.1 0.7	100	14.0	22,264	17.7
	041	3.5 3.6 1.4 1.4 1.4	146,857 133,884 South Tex 55,878	6.9 6.3 as Economi	14,190 4,494 c. Region	2.1 0.7	167 171	7.6	19,549	15.6
	. 041	3.0 3.1 3.1 3.1	133,884 South Tex 55,878	6.3 ss Economic	4,494 c Region	0.7	26,902	1.6	7,253	ب د د
		31.1 9.1	South Tex 55,878	as Economi	c Region		15,608	6.0	7,055	9.0
		31.1	55,878	1	18.446					
	761	9		15.8	011 COT	36.8	330,383	36.8	3,485	26.9
	780		33,024	9.4	7,426	14.9	153,717	17.2	1,613	12.5
	120	11.9	36,287	10.3	6,380	12.8	111,549	12.5	1,855	14.4
	040	13.7	52,209	14.8	5,465	10.9	120,127	13.4	1,239	9.6
	828	14.7	75,364	21.3	7,176	14.4	108,119	12.1	2,169	16.7
	740	4.6	64,952	18.4	3,849	7.7	53,380	5.9	1,559	12.1
22,	912	2.5	20,050	5.7	1,043	2.1	11,173	1.3	949	S.0
	, 582	1.8	15,269	4.3	197	4.0	6,751	8.	365	2.8
			Upper Rio Grande Economic Region	ande Econo	mic Region					
	83,538	30.7	10,397	19.3	2,872	30.4	69,755	34.0	514	16.6
	40,505	14.9	5.474	10.2	2,004	21.3	32,588	15.9	439	14.2
	720	13.7	6,392	11.9	1,316	14.0	28,995	14.1	374	12.1
410 OTC - 427 940 940 940 940 940 940 940 940 940 940	39.960	14.7	7,629	14.2	1,032	11.0	30,881	15.1	418	13.5
	36,754	13.6	9,923	18.5	1,306	13.9	24,561	12.0	964	31.1
650 000-676-000 23°	23,507	8.7	8,239	15.3	804	8.5	14,224	6.9	240	7.8
	5,168	1.9	2,813	5.2	82	6.0	2,239	1.1	34	1.1
	,749	1.8	2,893	5.4	0	0.0	1,745	6.0	111	3.6

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	Total	н	Anglo	O.	Black	ck	Hispanic	nic	Other	er
Poverty Level	Number	₩	Number	*	Number	K	Number	.	Number	ĸ
			Met	ropolítan	Metropolitan Central City					
Total December & Release	4,483,743	100.0	2,061,583	100.0	662,130	100.0 36.2	1,638,716	100.0	121,314	100.0
101-149% Poverty 150-200% Poverty	550,844	12.3	160,124	7.8	88,007	13.3	289,752	17.7	12,961	10.7
201% and Over	2,277,055	50.8	1,453,111	70.5	249,711	37.7	505,978	30.9	68,255	56.2
			Sout	h Texas Ec	South Texas Economic Region	æ				
Total Poverty & Below	1,280,349	35.7	339,702 43,368	100.0 12.8	46,617	100.0 36.0	881,825 393,913	100.0	12,205	100.0
101-149% Poverty 150-200% Poverty	186,182 155,275	14.5 12.1	31,490	9.3 11.0	6,391 6,304	13.7 13.5	146,267 109,951	16.6 12.4	2,034	16.7 12.2
201% and Over	481,974	37.7	227,309	66.9	17,145	36.8	231,694	26.3	5,826	47.7
			Upper 1	Rio Grande	Rio Grande Economic Region	10n				
Total	264,155	100.0	50,639	100.0	7,982	100.0	202,585	100.0	2,949	100.0
Poverty & Below	89,868	34.0	7,085	14.0	1,599	20.0	37,068	25.00 0.00	378	12.8
150-200% Poverty	37,087	14.0	6,064	12.0	1,261	15.8	29,401	14.5	361	12.2
201% and Over	91,904	34.8	31,641	62.5	3,352	42.0	55,310	27.3	1,601	54.3

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Table B-3: Number and Percent of Students in Selected Areas in Texas Completing the SAT by Parents' Rducation and Race/Ethnicity, 1995-96

•	Total		Anglo		Black	یو	Hispanic	ပ္	Other	
Education Level of Parent	Number	ĸ	Number	ĸ	Number	×	Number	ĸ	Number	ĸ
		;			,					
		Metro	Metropolitan Central	ral City	εy					
Total	3,555,192		1,579,282		503,201		1,376,517		96,190	
<pre><#1</pre>	871,743	24.5	97,391	6.2	100,178	19.9	657,661	47.8	16,512	17.2
Hish School Graduate	791,418	22.3	305,807	19.4	155,563	30.9	315,703	22.9	14,344	14.9
Come College	1.058.452	29.7	567,383	35.9	181,704	36.1	285,435	20.7	23,930	24.8
Bookelor/4 west Degree	516,553	14.6	376,382	23.8	44,843	8.9	76,195	5.5	19,133	19.3
Graduate Degree and Higher	317,026	8.9	232,319	14.7	20,913	4.2	41,523	3.1	22,271	23.2
		South	Texas Economic Region	de Reg	<u>1</u>					
	1.067.218		274,662		35,776		747,067		9,713	
rotat	360,027	33.7	15,042		5,205	14.6	338,033	45.2	1,747	18.0
Tack Cakes Graduate	250.046	23.4	53,593		9,429	26.4	185,684	24.9	1,340	13.8
nigh School Statement	285,549	26.8	104,444	38.0	16,385	45.7	161,555	21.6	3,165	32.6
Rochelor/4 year Degree	104,679	8.6	61,010		3,131	8	38,673	5.5	1,865	19.2
Graduate Degree and Higher	66,917	6.3	40,573		1,626	4.5		3.1	1,596	16.4
	Þ	Upper Rio	o Grande Economic Region	nomic R	egion					
4	219.858		40,632		6,359		170,580		2,286	
ZHA School	74.441	33.8	2,083	5.2	310	4.9	71,735	42.1	313	13.7
High School Gradinata	47,401	21.6	7,403	18.2	1,836	28.9	37,591	22.0	570	24.9
Some College	64,771	29.4	15,968	39.3	3,531	55.5	44,705	26.2	995	24.8
Bachelor/4 vest Degree	22,763	10.4	10,001	24.8	586	9.5	11,729	6.9	358	15.6
Graduate Degree and Higher	10,482	4.8	5,087	12.5	96	1.5	4,820	2.8	479	21.0



Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Households with Parents without a Bachelor's Degree by Race/Ethnicity, 1990 Table B-4:

	Total		Anglo	-	Black	섞	Hispanic	10	Other	er
Education Level	Number	"	Number	ĸ	Number	н	Number	н	Number	2
			Metropoli	tan Cen	Metropolitan Central City					
Total No College Degree	3,555,192 2,721,613 833,579	76.5	1,579,283 970,582 608,701	61.5	503,201 437,445 65,756	86.9	1,376,518 1,258,800	91.4	96,190 54,786	57.0
)						2	111	7
			South Texas	s Econo	Economic Region					
Total No College Degree	1,067,218	83.9	274,662 173,079	63.0	35,776 31,019	86.7	747,067 685,272	91.7	9,713	64.4
College Degree	171,596	16.1	101,583	37.0	4,757	13.3	61,795	8.3	3,461	35.6
		₽	Upper Rio Grande Economic Region	ınde Ecc	nomic Regi	a o				
Total		•	40,631		6,359	,	170,580	!	2,287	
No College Degree College Degree	186,613 33,245	84.9 15.1	25,454 15,177	62.6 37.4	5,677	89.3 10.7	154,032 16,548	90.3	1,450	63.4 36.6

Number and Percent of Persons Under Age 25 in Selected Areas in Texas Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table B-5:

	Total		Anglo	9	Black	א	Hispanic	1c	Other	ar
Speaking a Language Other than English	Number	×	Number	*	Number	**	Number	ĸ	Number	н
		Ket	Metropolitan Central City	Central	City					
Persons Under Age 25 Speaking a Language Other than English at Home	1,172,024 25.4	25.4		3.6	77,645 3.6 20,768	3.0	1,008,014 60.5	60.5	65,597 52.2	52.2
		Sout	South Texas Reonomic Region	onomic	Region					
Persons Under Age 25 Speaking a Language Other than English at Home	580,354 44.3	44.3	17,222	4.9	2,559	5.1	555,313 62.0	62.0	5,260 40.7	40.7
		Upper R	Upper Rio Grande Rconomic Region	Reonom	le Region					
Persons Under Age 25 Speaking a Lenguage Other than English at Home	149,974 55.3	55.3	5,877 10.9	10.9	698 7.4	7.4	142,273 69.4	69.4	1,126 36.4	36.4

Table B-6: Number and Percent of Students in Public Schools in Selected Areas in Texas within Categories of Total School District Residential Property Value per Student and Race/Ethnicity, 1995-96

	Total	:		Anglo	Black	j,	Hispanic	1c	Other	er
Kesidential Froperty Value per Student	Number	64	Number	ĸ	Number	H	Number	н	Number	ĸ
			Metropol	Metropolitan Central City	ral City					
Total	2,485,592		943,790	v	411,636	5	1,054,624		75,542	
\$1-\$49,999 \$50,000-\$69,000	394,892	15.9	128,993	13.7	51,552	12.5	201,357	19.1	12,990	17.2
\$70,000-\$99,999	555,454	22.4	261,540	27.7	92,899	22.6	189,013	17.9	12,002	15.9
\$100,000-\$129,999 \$130,000 & Over	347,968	14.0	208,022	22.0	40,086	9.7	82510	7.8	17,350	23.0
		,	South Tea	South Texas Economic	ite Region					
Total	768,659		182,712		28899		550,681		6,367	
\$1-\$49,999	393,860	51.2	34,952	19.1	2,877	10.0	354,929	64.4	1,102	17.3
\$50,000-\$69,000	123,705	16.1	25,177	13.8	9,271	32.1	88,392	16.1	865	13.6
370,000-\$99,999	103,039	13.4	42,704	23.4	8,071	27.9	50,772	9.2	1,492	23.4
\$100,000-\$129,999 \$130,000 & Over	70,885 77,170	9.3 10.0	32,365 47,514	17.7 26.0	4,366 4,314	15.1 14.9	32,793 23,795	6.0 4.3	1,361 1,547	21.4 24.3
			Upper Rio Grande Economic Region	rande Eco	nomic Regio	Ę				
Total	154.875		21,784		4.587		127.145		1,359	
\$1-\$49,999	20,590	13.3	1,311	6.0	71	1.6	19,148	15.1	09	4.4
\$50,000=\$69,000	67,420	43.5	7,509	34.5	1,580	34.5	57,787	45.4	544	40.0
70,000-899,999	66,525	43.0	12,769	58.6	2,922	63.6	50,089	39.4	745	54.8
\$100,000-\$129,999	340	0.5	195	6.0	14	0.3	121	0.1	10	0
130,000 & Over	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table B-7: Number and Percent of Students in Selected Areas in Texas by School Performance Rating and Race/Ethnicity, 1995-96

School	Total		7	Anglo	Black	ן א	Hispanic	ا ا	Other	H
Pertormance Rating	Number	×	Number	z	Number	×	Number	ĸ	Number	ĸ
			Metropol	Metropolitan Central City	ral City					
Total	2,489,038	-	945,097	=	412,204	-	1,056,037	7.6	75,700	α, σ
Kxemplary Recording	404,816	16.3	208,881	22.1	42,038	10:1	141,137	13.4		16.9
Acceptable	1,824,083	73.2	595,699	63.0	331,600	80.4	843,405	79.8		70.5
Low Performing	66,701	2.7	18,864	2.0	20,399	v -	25,835	2.0		2.1
Pending Not Rated	18,666 22,537	. o . o	5,244	0.0	5,914 6,509	1.6	10,503	1.0	281	0.4
			South Tex	South Texas Economic	itc Region					
1040	773.302		184.840		29,679		552,239		6,544	
Kremn] Arv	18,573	2.4	6,316	3.4	266	0.9	11,691	2.1	300	4.6
Recognized	105,445	13.6	28,130	15.2	2,120	7.1	74,183	13.4	1,012	15.5
Acceptable	619,276	80.1	144,340	78.1	25,277	85.2	444,615	80.5	5,044	77.0
Low Performing	14,912	1.9	3,290	1.8	1,404	4.7	10,086	1.8	132	2.0
Pending	4,551	9.0	268	0.3	195	0.7	3,770	8·0 •	18	e .
Not Rated	10,545	1.4	2,196	1.2	417	1.4	7,894	1.4	88	9.0
			Upper Rio Grande Economic Region	rande Eco	nomic Regio	ğ				
[e+of	154.860		21,780		4,587		127,134		1,359	
Reems leve	3,028	2.0	. 967	4.4	32	0.7	1,972	1.6	57	4.2
Recognized	20,278	13.1		12.0	573	12.5	16,932	13.3	166	12.2
Accentable	127,661	82.4	17,900	82.2	3,841	83.7	104,816	82.4	1,104	81.2
Low Parforming		0.0	0	0.0	0	0.0	0	0.0	0	0.0
Dendine	2,345	1.5	226	1.0	113	2.5	1,980	1.6	5 6	1.9
Not Rated	1,548	1.0	80	4.0	28	9.0	1,434	1.1	9	0.5

Table B-8: Number and Percent of Students in Selected Areas in Texas by Responsibility Status and Race/Ethnicity, 1995-96

	Total		Anglo	0	Black	م	Hispanic	1c	Other	3£
Characteristics	Number	×	Number	z	Number	ĸ	Number	×	Number	×
			Metropolitan Central City	Central	City					
Number of Students Enrolled (Fall) Student Responsibility	2,490,765		946,040		412,421		1,056,578		75,726	
by Type Single Perent Students Pregnant Teen Students Work Study Students	1640 1229 741	0.00	366 312 314	0.00	318 200 24	0.0	947 705 394	0.0	9 12 9	000
		Ø	South Texas Economic Region	conomic	Region					
Number of Students Enrolled (Fall) Student Responsibility	773,723		184,877		29,684		552,617		6,545	
by Type Single Parent Students Pregnant Teen Students Work Study Students	946 628 485	0.1	96 68 122	0.0	59 37 20	0.2	787 519 342	0.1	44-	0.0
		Прре	Upper Rio Grande Economic Region	Economi	.c Region					
Number of Students Enrolled (Fall) Student Responsibility	154,875		21,784		4,587		127, 145		1,359	
by Type Single Parent Students Pregnant Teen Students Work Study Students	67 71 42	000	N 4 N	000	140	0.0	61 63 37	000	000	000

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Table B-9: Number and Percent of Studente in Selected Areae in Texas by ACT" and SAT Score and Race/Ethnicity, 1995-96

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Test Score		1001	PHS.	07804			Hispanic				NOT KE	Not Reported
<u> </u>	Rumber	*	Rumber	ĸ	Rumber	ĸ	Rumber	*	Rumber	*	Rumber	*
1				Matropol	Metropolitan Central City	al city						
Total												
	41,012		14.970		3.783		8,464		2,123		2,572	
	35	0.1	67	0.0	91	0.3	E	0.2	•	0.2	•	0.5
401-820	10.397	32.6	2.541	17.0	2,166	57.3	4,192	49.5	495	23.3	1,003	39.0
931-010	7,820	24.5	3.789	รร	872	0:23	2.078	24.5	529	24.9	561	21.8
991-1140	986.9	21.9	4.439	29.7	391	10.3	1,130	13.4	550	8.53	476	18.5
1141-1600	6,665	20.9	4,198	28.0	344	9.1	1,051	12.4	546	7:52	526	20.5
Median Score	066		1,030		820		860		1,030		6	
£40												
	67 230		20.514		4.797		13.619		7.309		0	;
TOTAL	67,10	•	-	0.0		0.1	4	0.0	0	0.0	0	;
0-400	117	, c	2.88	. «	3,036	. 9. 99	4.392	32.2	1.422	19.5		;
40I-820	17.784		8.260	28.0	2.431	35.8	5,087	37.4	2,006	27.4	0	;
821=330 881=1140	14.479	25.3	9,046	30.6	971	14.3	2,767	20.3	1,695	23.2	0	ł
1141-140	13.227	เส	9,316	31.6	353	5.2	1,369	10.1	2,186	29.9	0	:
Median Score	066		1,050		820		006		1,010		:	
				South Tex	South Texas Economic Region	c Region	1					
5												
Total	12.026		3.619		389		7,255		470		1,193	
0-400	22	0.5	0	0.0		0.2	11	0.5	•	0.0	4 ,	5.0
401-820	5,819	45.0	762	21.1	203	52.2	4,052	55.68	148	31.0	400	9.0
821-990	3,083	23.8	896	26.7	8	24.7	1,648	77.7	129	27.4	747	20.3
991-1140	2,043	15.8	776	27.0	54	13.9	780	8°01	8	19.2	747	7:
1141-1600	1,959	15.2	912	2:5	35	0.0	758	20.5	103	21.9	1	7.7
Median Score	860		1,030		820		820		016		820	
£49												
1	;		•		6		7 405		900		c	
Total	15,986	•	181 .0	0.0	25. C	0.0	0	0.0	1,500	0.1	• •	;
0-400	-	•	}	?			, 507		* * *	27.7		;
401-820	4,040	2:	927	6.1.6	716	7.04	700,7	7 0	424 424	7 0	> C	: :
821-990	5,568	B • 6	1,940		100		7,000):		•	
991-1140	3,814	23.9	1,922	31.1	139	Y. 4.	1,440	7.61	770	999	> <	:
1141-1600	2,563	16.0	1,577	25.5	0 6	4.0	2/9).	6 6 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	2.61	>	:
Median Score	200		1,000									

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	Total	ب	Anglo	g	131	Black	Hier	Hispanic	Other	10.	Ethnicity Not Reported	city
Test Score	Number	*	Rumber	*	Number	*	Rumber	×	Rumber	*	Number	×
				Upper Rich	Upper Rio Grande Economic Region	nomic Region	a					
NCT.												
Total	1,510	•	308	•	9	•	982		96	,	48	
0-400 401-820	547	36.2	14	. s.	១១	37.5	437	44.5	0 61	0.0	0 56	0.0
821-990	383	25.4	22	23.4	1	17.5	261	26.6	27	28.1	27	19.1
991-1140	307	20.3	8	31.8	12	30.0	159	16.2	22	22.9	16	19.1
1141-1600 Median Score	272 910	18.0	1,060	31.5	916	15.0	124 860	12.6	28 1,030	29.2	910	20.2
<u>Ivs</u>												
Total	4,021		759	-	96	0	2,756	ć	310	ć	00	
401-820	1,340	33.3	٠,	12.7	83	41.9	1,077	39.1	. 8	27.4	• •	:
821-990	1,425	35.4	258	34.0	7	36.2	686	35.9	107	34.5	0	i
991-1140	832	20.7	233	30.7	31	15.8	497	18.0	z	22.9	0	:
1141-1600	420	10.5	171	22.5	12	6.1	190	6.9	47	15.2	0	i
Median Score	006		1,010		820		870		940		:	

Table B-9, continued

Table B-10: Number and Percent of Students in Selected Areas in Texas by ACT*/SAT Combined Score, Household Income and Race/Ethnicity, 1995-96

		l					
Other	H H		0.0 27.4 30.7 22.7 19.2	0.0 14.4 28.3 27.1 30.2	0.2 12.2 23.0 26.2 38.4	0.0 9.6 20.9 28.3 41.2	0.0 10.4 18.4 27.5 43.7
8	Number		2,606 714 714 801 591 699 950	1,643 0 236 465 446 496 1,030	599 1 73 138 157 157 230 1,060	1,008 0 97 211 285 415 1,100	327 30 34 60 90 143 1,120
Hispanic	ĸ		47.7 31.8 13.5 6.9	0.0 31.4 21.2 12.2	24.1 24.1 15.2	23.3 23.3 25.8 19.3	0.0 16.1 32.6 26.5 24.8
H18I	Number		11,877 13 5,661 3,776 1,601 826	4,316 1,350 1,502 1,502 1,502 1,502	1,343 335 433 4835 204 950	2,111 492 662 545 408 980	558 0 90 182 148 138 1,010
Black	ב		255.2 29.9.4 7.84	74.40 74.44 1.630	0 37.5 17.2 9.9	0.2 36.2 10.4 10.4	0.0 34.9 23.3 11.2
B1	Number	C1ty	5,358 11 2,995 1,574 2,526 810	2,263 995 776 331 160 860	710 269 248 122 122 880	1,028 372 372 331 216 107 890	232 0 0 81 71 74 26 910
10	z	an Central	0.0 17.6 30.9 29.0 22.5	0.0 13.4 29.8 25.4 25.4	0.0 2.29 2.29 2.4 2.4 2.4 2.4 2.4 3.4 4.4 5.4 5.4 5.4 5.4 5.4 5.4 5.4 5.4 5	0.0 11:2 34:9 33:9	0.0 9.3 36.1 34.2
Anglo	Number	Metropolitan	6,650 1,169 2,059 1,926 1,494 1,000	9,088 1,220 2,705 2,853 2,308 1,030	4,875 0 613 1,432 1,334 1,040	10,698 1,199 2,665 3,307 3,527 1,060	3,839 355 1,003 1,169 1,312 1,070
al	¥		39.0 17.5 11.5 6	22.0 26.1 26.3 26.3	0.0 17.1 27.1 25.3	14.6 255.9 30.3 20.3	11.0 26.5 32.6 32.6
Tota	Number		26,828 28 10,713 8,293 4,684 3,110	17,448 3,847 5,481 4,584 3,533	7,608 1,300 2,324 2,059 1,923	15,082 6 2,204 3,903 4,413 4,551 1,050	4,981 0 563 1,321 1,472 1,625 1,060
	Characteristics	· ·	<pre><\$30.000 Total 0-400 401-820 821-990 991-1140 I141-1600 Median Score</pre>	\$30,000 to \$49,999 Total 0-400 401-820 821-990 991-1140 Il41-1600 Median Score	\$50,000 to \$59,999 Total 0-400 401-820 821-990 991-1140 1141-1600 Median Score	\$60,000 to \$79,999 Total 0-401-820 821-990 991-1140. 1141-1600	\$80,000 to \$99,999 Total 0-400 401-820 821-990 991-1140 1141-1600 Median Score

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State Colored Colo		Total	Į,	Anglo	91,	B.	Black	H161	Hispanic		Other
Color		Number	×	Number	ĸ	Numbe		Number		Numbe	
10, 268 0.1 0.694 0.0	\$100,000 [†] . Total 0-400 401-820 821-990 991-1140 1141-1600 Median Score	6,936 1 568 1,989 2,801 1,100	0,8,4,80	5,640 400 1,553. 1,691 1,100	0.0 7.2 30.0 40.6	154 0 40 40 55 37 950	0,0,4,0,4	72 71 51 50 60		2 424	0. 7. 17. 54.
South Texas Economic Region 11,925 11,925 11,925 11,925 11,925 11,969 11,969 11,735 11,969 11,735 11,969 11,735 1	Income Not Reported Total 0-400 401-820 821-990 991-1140 1141-1600 Median Score	10,268 6 2,940 2,714 2,349 2,349	0.00.00.00		0.0 12.7 25.1 30.0 32.2	835 450 252 87 45	ဝံ့ကိုဝံဝံက်	•	0 4 9 9 9	•	0,000,4
11,925						Region					
to \$49,999 5,602 0.0 2,345 0.0	0046	11,925 15 15,546 3,575 1,735 1,054 1,054	0.004.00	9 4 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8		655 0 354 207 70 24 810	04406	ດ້ 4 ໄ ປວິໄປ ໝ	52.2 29.4 11.7 6.6	491 160 159 159 68 68	
to \$59,999 2,219 1,131 104 843 107 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 716 32.3 35.3 31.4 35 33.6 291 34.5 28 26 10 582 26.2 340 30.0 20 19.2 179 21.2 29 27. 1600 444 20.0 281 24.9 9 8.7 117 13.9 29 27. 1600 990 1,030 860 860 920 1,030 1,030	th 50 60 80 80 80 80 80 80 80 80 80 80 80 80 80	5,602 0 1,474 1,805 1,349 974		•		281 0 108 109 44 20 870	00000	•	0,0,0,0,0	327 0 54 110 81 82 990	0.0.4.0.
	to \$59, 20 30 140 1600 1 Score	6	0 4 6 8 6	• •		104 4 0 35 20 860	ဝိတ်က်လိတ်	843 0 256 291 179 117			

ERIC Full text Provided by ERIC

	Total	1	Anglo	Q	Black	ck	Hispanic	ntc	Other	ler
Character1st1cs	Number	×	Number	×	Number	н	Number	ĸ	Number	к
\$60,000 to \$79,999 Total 0-400 401-820 821-990 991-1140 1141-1600 Median Score	3,696 2 699 1,047 1,029 1,029	0.1 18.9 27.8 24.9	2,122 0 288 279 645 610 1,040	0.0 13.6 27.3 30.4 28.7	124 0 40 40 40 12 925	325.3 325.3 9.6	1,232 338 387 387 221 950	0.2 27.4 31.4 23.1 17.9	154 0 21 39 43 51 1,060	0.0 13.6 28.0 33.1
\$80,000 to \$99,999 Total 0-400 401-820 821-990 991-1140 1141-1600 Median Score	1,072 146 146 331 372 273 1,030	25.0 25.0 25.0	681 0 75 199 214 193 1,050	0.0 29.2 28.4 4.4 28.4	32 0 0 10 9 1,005	0.0 18.8 31.2 28.1 21.9	299 0 56 106 78 599	0.0 18.7 35.5 26.1 19.7	52 0 13 119 11,060	0.0 25.0 36.5 25.0
\$100,000 [†] Total 0-ta0 401-820 821-990 991-1140 1141-1600 Median Score	1,235 155 155 339 355 386 1,060	0.0 12.6 27.5 31.2	807 80 82 216 253 253 1,060	0.0 10.1 26.8 31.4	22 0 0 7 9 4 5 6	0.0 27.3 27.3 113.6 31.8	307 0 51 101 75 80 1,000	0.0 16.6 32.9 24.4 26.1	92 0 13 15 22 42 42 1,105	0.0 14.1 116.3 45.7
Income Not Reported Total 0-400 401-820 821-990 991-1140 1141-1600 Median Score	3,163 1,362 1,382 838 472 472 860	43.1 26.5 15.3 14.9	745 0 122 215 190 1,030	0.0 16.0 25.5 25.5	103 1 61 28 7 7 800	25.2 27.2 5.8 5.8	848 433 104 104 820	0.0 27.0 127.7 8.9	635 1 257 190 105 882 880	0 29.5 116.5 9
		Оррег	Rio Grande	Economic	Region					
<pre><\$30,000 Total 0-400 401-820 821-990 991-1140 1141-1600 Median Score</pre>	2,693 1,171 887 431 201 860	0.1 43.5 32.9 16.0 7.0	204 1 40 57 61 1,010	0.5 27.9 29.9 22.1	140 0 65 47 23 840	0.986.0 1.86.6 1.66.6	2,204 2,204 1,022 317 1123 840	4.00 143.6 143.6 5.6	122 0 32 45 25 970	26.2 32.3 20.5 20.5
627		BEST (COPY AV	AVAILABLE					62	တ

Table B-10, continued



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1. 1.

	Total	11	Anglo	91	B	Black	H18p	Hispanic	°	Other	
Characteristics	Number	ж	Number	ĸ	Number	*	Number	×	Number	r 2	: :
\$30,000 to \$49,999			,		:		Ċ		,	ı	1
Total 0-400	1,000 0	•	738 0	•	} °		0		٥°	•	
401-820	303	28.3	0 70	17.0	14	29.8	241	33.8	98	9	
821-990 991-1140	244	;	71	; 0	9	;	145		20 20 20		
1141-1600 Median Score	141 920	e e	44 990	œ.	890		900		990	7	
\$50,000 to \$50,000											
3	348		118		15		186		26		
0-400	0,5	0	0	•	0	0,	0	0.0	0	01	
401-820 821-990	114	32.8	38	30.5	n 0 ·	0.0	0 0 i	37.1	8 7	30.8	
991-1140 1141-1600	90 74	9:	388		1 0 4		37 25	19.9	0 L	34.6	
Median Score	985		1,060	;	1,040	;	915		1,025		
\$60.000 to \$79.999											
	599		238		14		295		42		
0-400 401-820	113	ဝ်ဗ	22	0.0	04	<u>.</u>	792	ov	04	00	
821-990	182	30.4	81	34.0	6	14.3	87	29.5	11:	26.2	
1141-1600			•			; ;	22	1		35.7	
Median Score	1,000		1,030		1,015		970		1,060		
\$80,000 to \$99,999											
	183		93		9		73		11		
0-400	٥٧	0.0	0 v	0 v	0 v	0.0	0 2	0.0	0-	0.	
401-520 821-990	22		23	24.7	1-	16.7	21	28.8	1		
991-1140	19		35	37.6	0	0.0	5 6	35.6	0	0	
1141-1600 Median Score	1,030	•	1,080	32.3	795	0.0	1,020	16.4	970	•	
\$100,000				.**							•
Total	214		109		7	(77	•	25	•	
0-400 401-820	27	0 0	001	9.0	00	000	13 o	0.0 16.9	0 4	16.0	
821-990			33			20.0	26 26	33.8	40	16.0	
991-1140 1141-1600		; ı,	3 7		→	20.05	13	16.9	00	;,	
Median Score	1,025		1,050		1,050	i ;	990))	1,030	:	

Table B-10, continued

	Total	TA.	Anglo	lo	Black	共	Hispanic	ın1c	OF]	her
Characteristics	Number	ĸ	Number	H	Number	×	Number	ĸ	Number	×
Income Not Reported										
Total 0-400	425	0.0	% 0	0.0	210	0.0	190 0	0.0	113	0.0
401-820	178	41.9	17	17.4	40	33.3	000	47.4	55	48.7
821-990 991-1140	81	19.0	20	29.0	n en e	25.0	îe:	16.3	ξij.	16.8
1141-1600 Median Score	860	9.5	1,030	26.1	880	0.0	840 840	5.3	840	3.D
*ACT Scores are adjusted to SAT Standard	Standard									

Table B-10, continued

Number and Percent of Persons Under Age 25 in Selected Areas in Texas Living in Households at or Below the Poverty Level with Both Parents without a College Degree by Race/Ethnicity, 1990 Table B-11:

	Total	-	Anglo	o.	Black	ᅑ	Hispanic	ıle	Other	ı.
Characteristics	Number	2	Number	K	Number	ĸ	Number	**	Number	н
		Metrop	Metropolitan Central City	ntral (Sity					
Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree	849,365	31.3	129,715	13.4	181,629	41.7	525,253 41.9	41.9	12,768	23.4
	V2	outh T	South Texas Economic Region	omic R	egion					
Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree	384,361	43.1	29,951	17.3	12,831	41.5	339,957	49.8	1,622	26.3
	dd <u>n</u>	er Rio	Upper Rio Grande Economic Region	conomic	Region					
Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree	76,789	41.3	5,367	21.2	1,217	21.6	70,064	46.0	141	6.6

Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level by Race/Ethnicity, 1990 Table B-12:

	· Total	-	Anglo		Black	ايد	Hispanic	ric	Other	31
Characteristics	Number	 	Number	×	Number	ĸ	Number	ĸ	Number	ĸ
		, 3	Metropolitan Central City	Central	City					
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level	407,577	8.64	64,244 26.3	26.3	148,226 57.7	57.7	189,605	62.4	5,502	41.0
		SQ	South Texas Economic Region	conomic R	legion					
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level	147,001	62.9	13,815 33.6	33.6	10,428 61.0	61.0	12,139	70.2	819	51.6
		Uppez	Upper Rio Grande Economic Region	Rconomi	c Region					
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level	30,002	59.9	2,441	38.6	675	36.0	26,856	64.7	30	9.0

Number and Percent of Persons Under Age 25 in Selected Areas in Texas at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table B-13:

	Total	-	Anglo	Q	Black	. 4	Hispanic	nic	Other	er.
Characteristics	Number	H	Number	**	Number	N .	Number	*	Number	"
		Metro	Metropolitan Central City	ntral C	İty					
Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than Encilsh at Home	437,319	38.9	12,352	1.	6,595	2.8	403,508	65.5	14,864	61.3
	•				•	I	•			
		South	South Texas Economic Region	omic Re	glon					
Persons Under Age 25 at or Below Poverty Level Speaking a			٠							
language Other than English at Home	271,436 59.4	59.4	4,285	6.6	1,035	6.2	264,450 67.1	67.1	1,666	58.3
	ď	per Rio	Upper Rio Grande Economic Region	onomic	Region					
Persons Under Age 25 at or Below Poverty Level Speaking a										
Language Utner than English at Home	60,548	67.4	1,286	18.2	156	9.8	58,923	72.9	183	48.5

Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households with Parent without a Bachelor's Degree by Race/Ethnicity, 1990 Table B-14:

	Total	_	Anglo	0	Black	ķ	Hispanic	ntc	Other	3.E
Characteristics	Number	к	Number	K	Number	ĸ	Number	н	Number	ĸ
		Metro	Metropolitan Central City	tral C	lty					
Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree	753,907	91.3	204,569	82.8	241,866	93.6	296,580	5.96	10,892	80.8
		South	South Texas Economic Region	omic Re	glon					
Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree	221,131 93.9	93.9	33,911 82.1	82.1	16,023	93.4	170,054 97.0	97.0	1,143 72.1	72.1
	Ţ.	pper Ric	Upper Rio Grande Economic Region	onomic	Region					
Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree	47,195 93.7	93.7	4,828 75.7	75.7	1,698	88.5	40,376 96.7	7.96	293	83.7

Number and Percent of Persons Under Age 25 in Selected Areas in Texas with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table B-15:

	Total		Anglo	_	Black	.	Hispanic	nte	Other	er
Characteristics	Number	2	Number	"	Number	K	Number	7	Number	2
	Metro	pol1t	Metropolitan Central City	1 014	.					
Persons Under Age 25 with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	830,932	30.5	31,986 3.3	9°9	10,505 2.4	2.4	759,857	60.4	28,584	52.2
	South	Техав	South Texas Economic Region	Regi	u o					
Persons Under Age 25 with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	438,012	48.9	8,849 5.1	5.1	1,358	4.4	425,177	62.0	2,628	42.0
	Upper R4	o Gran	Upper Rio Grande Economic Region	nic R	gion					
Persons Under Age 25 with Both Parents without a Bachelor's Degree and Speaking a										
Language Otner than English at Home	112,410	60.2	3,114 12.2	2.2	442	7.8	108,238	70.3	616	42.5

Table B-16: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo	•	Black	.	Hispanic	ofe .	Other	ı,
Characteristics	Number	ĸ	Number	ĸ	Number	ĸ	Number	H	Number	ĸ
		Metro	Metropolitan Central City	tral C	ty					
Persons Under Age 25 in Single Parent Households and Speaking a Language Other than English at Home	201,122 24.4	24.4	8,810	3.6	6,222	2.4	180,644	88. 89.	5,446	40.4
Persons Under Age 25		South	South Texas Economic Region	mic Reg	lon					
in Single Parent Households and Speaking a Language Other than English at Home	109,823	46.7	2,040	6.4	735	4.3	106,626	60.8	422	26.6
Persons Under Age 25	in .	per Ric	Upper Rio Grande Economic Region	onomic 1	Region					
in Single Parent Households and Speaking a Language Other than English at Home	30,582	60.7	769	769 12.1	263	13.7	29,392	70.4	158	45.1

Table B-1/:	Number and rero Households at o Race/Ethnicity,	6 H .	P P P P P P P P P P P P P P P P P P P	reons he Po	verty Le	vel wi	nt of refeons under Age 20 in Selected Afeas Below the Poverty Level with Parent without 1990	Parent without	it a Bachelor's Degree by	lor's De	Degree by	
		To	Total		Anglo	<u>o</u>	Black	ck S	Hispanic	nic	Other	er.
Characteristics		Number	H	N N	Number	ĸ	Number	ĸ	Number	ĸ	Number	ĸ.
				fetrop	Metropolitan Central City	entral	City	:				
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent	25	ae 398,380 97.7		7.7	60,158 93.6	93.6	145,921	98.4	187,393	8. 8.	4,908	89.2
			လွ	uth I	South Texas Economic Region	nomic	Region					
Persons Under Age in Single Parent Households at or Below the Poverty	52											
Level with raient without a Bachelor's	r's Degree	144,492		98.3	12,838	92.9	10,148	97.3	120,782	99.1	724	88.4
		_	Upper	r Rio	Grande 1	Econom:	Grande Economic Region					
Persons Under Age in Single Parent Households at or Below the Poverty	25											
Level with Parent without a Bachelor's	r's Degree	29,647		98.8	2,248	92.1	675	675 100.0	26,694	99.4	30]	30 100.0



B-18:

	Total	al	Anglo	19	Black	ķ	Hispanic	nic	Other	er
Characteristics	Number	2	Number	z	Number	к	Number	×	Number	×
Persons Under Age 25 at or Below the Poverty		Metro	Metropolitan Central City	Centra]	L City					
Level with both farents without a Bachelor's Degree and Speaking a Language Other than English at Home	355,546 41.9	41.9	5,550 4.3	4.3	4,234	2.3	338,484	7.79	7,278	57.0
Persons Under Age 25 at or Below the Poverty		South	South Texas Economic Region	conomic	Region					
Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	230,374	6.65	2,745	9.5	729	5.7	226,018	66.5	882	54.4
Persons Under Age 25 at or Below the Poverty		pper Ric	o Grande	Econom	Upper Rio Grande Economic Region	đ				
Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	51,872 67.6	67.6	1,015 18.9	18.9	134 11.0	11.0	50,673	72.3	64	34.7



Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table B-19:

	Total	н.	Anglo	10	Black	sk k	Hispanic	nic	Other	ler
Characteristics	Number	z	Number	z	Number	Z	Number	z	Number	7
		Metro	Metropolitan Central City	Centra	1 City				ē.	
Persons Under Age 25 in Single Parent Households at or Below the Powerty Level Speaking a Language Other than English at Home	124,406	30.5	2,326	3.6	3,190	2.2	116,570	61.5	2,320 42.2	42
Persons Under Age 25		South	South Texas Economic Region	conomic	Region					
in Single Farent Households at or Below the Poverty Level Speaking a Language Other than English at Home	78,415	53.3	006	6.5	584	5.6	76,682	62.9	249	30.4
	ď	per R1	o Grande	Econom	Upper Rio Grande Economic Region	đ				
Persons Under Age 25 in Single Parent Households at or Below the Powerty Level Speaking a										
Language Other than English at Home	20,114 67.0	67.0	426	426 17.5	114	114 16.9	19,574	72.9	0	0.0

Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 Table B-20:

A

The factors and second the second sec	Anglo	Black	Hispanic	ıtc	Other	Ħ
Metropolitan Central Ci. and 193,135 25.6 7,169 3.5 5, South Texas Economic Reg. 106,848 48.3 1,755 5.2 Upper Rio Grande Economic R	z	Number 2	Number	z	Number	2
nd 193,135 25.6 7,169 3.5 5, South Texas Economic Reg. nd 106,848 48.3 1,755 5.2 Upper Rio Grande Economic R	tan Central Ci	ty			-	
South Texas Economic Reg. and and 106,848 48.3 1,755 5.2 Upper Rio Grande Economic Rand	3.5	5,523 2.3	176,103	59.4	4,340	39.9
and e 106,848 48.3 1,755 5.2 Upper Rio Grande Economic R and e e	s Economic Reg	lon				
ge 25 t a ee and uage	755 5.2	713 4.5	104.092	61.2	288	25.2
ge 25 t t a ee and uage 1sh				1		! }
	ande Economic r	101 101				
	688 14.2	235 13.8	28,855	71.5	135	46.0

rcent of Persons Under Age 25 in Selected Areas in Texas in Single Parent	or Below the Poverty Level with Parent without a Bachelor's Degree and	inguage Other than English at Home by Race/Ethnicity, 1990
Pe	냁	Speaking a Language Other tha
Table B		

	101	Total	Anglo	10	Black	çk	Hispanic	nic	Other	101
Characteristics	Number	ĸ	Number	×	Number	Z	Number	×	Number	2
		Metro	Metropolitan Central City	Centra]	l Cáty					
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than	193 687	ν. α σ	2,124	5	2021	, , , , , , , , , , , , , , , , , , ,	776,211	σ α	200	9 9
English at nome	104 6771		47167		1/06		117,611	0	61047	
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's		South	South Texas Economic Region	conomic	Region					
Degree and Speaking a Language Other than English at Home	77,499	98.8	872	96.9	562	96.2	75,838	98.9	227	91.2
Persons Under Age 25 in Single Parent Households at or Below		pper R4	Upper Rio Grande Economic Region	Econom	lc Regio	a				
f the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home	19,957	99.2	409	0.96	114	114 100.0	19,434	99.3	0	0.0





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Reonomic	Total		Anglo		Black	꾟	Hispanic	te	Other	ər
Visadvantaged Status	Number	x	Number	×	Number	ĸ	Number	ĸ	Number	ĸ
		Metr	Metropolitan Central City	entral	C1ty					
Total	2,490,765		946,040		412,421		1,056,578		75,726	
Students who are Rconomically Disadvantaged	1,252,124	50•3	179,085	18.9	258,709	62.7	786,564	74.4	27,766	36.7
Students who are Not Rconomically Disadvantaged	1,238,641	49.7	766,955	81.1	153,712	37.3	270,014	25.6	47,960	63.3
		South	South Texas Economic Region	omic R	egion					
Total	773,723		184,877		29,684		552,617		6,545	
Students who are Rconomically Disadvantaged	499,866	64.6	47,446	25.7	19,499	65.7	430,496	9.77	2,425	37.1
Students who are Not Rconomically Disadvantaged	273,857	35.4	137,431	74.3	10,185	34.3	122,121	22.1	4,120	62.9
		Upper R4	Upper Rio Grande Economic Region	conomic	Region					
Total	154,875		21,784		4,587		127,145		1,359	
Students who are Rconomically Disadvantaged	107,651	69.5	6,900	31.7	2,693	58.7	97,516	76.7	542	39.9
Students who are Not Rconomically Disadvantaged	47,224	30.5	14,884	68.3	1,894	41.3	29,629	23.3	817	60.1

Table B-23: Number and Percent of Students in Selected Areas in Texas in Limited English Proficiency Programs by Race/Ethnicity, 1995-96

Limited English	Total	1	Anglo	0	Black	숙	Hispanic	rte	8	Other
rioliciency Program Status	Number	×	Number	x	Number	Z	Number	×	Number	K
		Metz	Metropolitan Central City	entral	City					
Total	2,490,765		946,040		412,421		1,056,578		75,726	
Students Participating in Limited English Proficiency Programs	400,127	16.1	4,818	0.5	1,959	0.5	372,495	35.3	20,855	27.5
Students Not Participating in Limited English Proficiency Programs	2,090,638	83.9	941,222	99.5	410,462	99.5	684,083	64.7	54,871	72.5
		South	South Texas Economic Region	nomic R	egion					
Total	773,723		184,877		29,684		552,617		6,545	
Students Participating in Limited English Proficiency Programs	158,306	20.5	893	0.5	109	4.0	156,146	28.3	1,158	17.7
Students Not Participating in Limited English Proficiency Programs	615,417	79.5	183.984	5,66	29.575	9.66	396.471	7.17	5, 387	80
	•	Upper R4	Upper Rio Grande Economic Region	conomic	Region	•				
Total	154,875	:	21,784		4,587		127,145		1,359	
Students Participating in Limited English Proficiency Programs	48,969	31.6	397	1.8	74	1.6	48,318	38.0	180	13.2
Students Not Participating in Limited English Proficiency Programs	105,906	68.4	21,387	98.2	4,513	98.4	78,827	62.0	1,179	86.8

Table B-24: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student and Race/Ethnicity, 1995-96

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School District	Total		Anglo		Black	צ	Hispanic	1c	Other	er
Total Assessed Property Value per Student	Number	*	Number	K	Number	*	Number	ĸ	Number	×
		Metr	Metropolitan Central City	ntral	City			•		
Total	2,485,592		943,790		411,636		1,054,624		75,542	
2672_126	293,352	11.8	27,444	3.0	23,694	5.8	240,264	22.8	1,950	2.6
\$72,126-\$102.077	216,533	8.7	48,383	5.1	15,178	3.7	151,677	14.4	1,295	1.8
\$102.078-\$134,664	412,505	16.6	173,900	18.4	40,476	9.8	188,505	17.9	9,624	12.7
\$134,665 or more	1,563,202	62.9	694,063	73.5	332,288	80.7	474,178	44.9	62,673	82.9
		South	South Texas Economic Region	omic R	egion					
Total	768,659	٠	182,712		28,899		550,681		6,367	
<\$72.126	273,627	35.6	14,826	8.1	1,612	5.6	256,622	46.6	567	8.9
\$72,126-\$102,077	159,871	20.8	27,188	14.9	9,057	31.3	122,986	22.3	640	10.1
\$102,078-\$134,664 \$134,665 or more	100,839 234,322	13.1 30.5	32,243 108,455	59.3	4,526 13,704	47.4	108,271	19.7	3,892	61.1
		Upper R4	Rio Grande Economic	conomic	: Region					
Total	154,875		21,784		4,587		127,145		1,359	
<\$72.126	18,132	11.7	946	4.3	99	1.4	17,071	13.4	49	3.6
\$72,126-\$102,077	67,420	43.5	7,509	34.5	1,580	34.5	57,787	42.4	544	40.0
\$102,078-\$134,664	66,598	43.0	12,639	58.0	2,924	63.7	50,290	39.6	745	54.8
\$134,665 or more	2,725	1.8	069	3.5	17	0.4	1,997	1.6	21	1.6

Number and Percent of Students in Selected Areas in Texas by Participation in Limited English Proficiency Programs, Economically Disadvantaged Status and Race/Ethnicity, 1995-96 Table B-25:

	Total		Anglo		Black	X	Hispanic	de	Other	e t
Characteristics	Number	ĸ	Number	*	Number	*	Number	×	Number	z
		Met	Metropolitan Central City	ntral	City					
Students Participating in Limited English Proficiency Programs	•						•			
Total	400,127		4,818		1,959		372,495		20,855	
Students who are Rconomically Disadvantaged	349,203	87.3	2,622 54.4	54.4	1,446	73.8	333,464	89.5	11,671	56.0
Students who are Not Economically Disadvantaged	50,924	12.7	2,196	45.6	513	26.2	39,031	10.5	9,184	44.0
Students Not Participating in Limited English Proficiency Programs										
Total	2,090,638		941,222		410,462		681,083		54,871	
Students who are Reonomically Disadvantaged	902,921	43.2	176,463	18.8	257,263	62.7	453, 100	66.2	16,095	29.3
Students who are Not Economically Disadvantaged	1,187,717	56.8	764,759	81.2	153, 199	37.3	230,983	33.8	38,776	70.7
		South	South Texas Economic Region	mic Re	gion					
Students Participating in Limited English Proficiency Programs										
Total	158,306		893		109		156,146		1,158	
Students who are Economically Disadvantaged	144,924	91.6	616	0.69	86	78.9	143,578	91.9	648	56.0



	Total		Anglo	0	Black	¥	Hispanic	це	Other	er T
Characteristics	Number	×	Number	*	Number	*	Number	7	Number	Z
Students who are Not Economically Disadvantaged	13,378	8.4	277	31.0	23	21.1	12,568	8.1	510	44.0
Students Not Participating in Limited English Proficiency Programs										
Total	615,417		183,984		29,575		396,471		5,387	
Students who are Economically Disadvantaged	354,938	57.7	46,830	25.5	19,413	65.6	286,918	72.4	1,777	33.0
Students who are Not Economically Disadvantaged	260,479	42.3	137,154	74.5	10,162	34.4	109,553	27.6	3,610	67.0
		Upper R4	Upper Rio Grande Economic Region	conomic	Region					•
Studente Participating in Limited English Proficiency Programs										
Total	48,969		397		74		48,318		180	
Students who are Economically Disadvantaged	44,727	91.3	298	75.1	09	81.1	44,274	91.6	95	52.8
Students who are Not Economically Disadvantaged	4,242	8.7	66	24.9	14	18.9	4,044	8.4	85	47.2
Students Not Participating in Limited English Proficiency Programs										
Total	105,906		21,387		4,513		78,827		1,179	
Students who are Economically Disadvantaged	62,924	59.4	6,602	30.9	2,633	58.3	53,242	67.5	447	37.9
Students who are Not Rconomically Disadvantaged	42,982	40.6	14,785	69.1	1,880	41.7	25,585	32.5	732	62.1

Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Economically Disadvantaged Status and Race/Ethnicity, 1995-96 Table B-26:

	Total	_	Anglo	10	Black	ck	Hispanic	ntc	Other	er
Characteristics	Number	×	Number	X	Number	Z.	Number	Z	Number	ĸ
		æ	Metropolitan Central City	Central	. city					
School District Assessed Value = \$<72,126										
Total	293,352		27,444		23,694	•	240,264		1,950	
Students who are Economically Disadvantaged	234,021	79.8	11,596	42.3	15,359	64.8	206,235	85.8	831	42.6
Students who are not Economically Disadvantaged	59,331	20.2	15,848	57.7	8,335	35.2	34,029	14.2	1,119	57.4
School District Assessed Value = \$72,126-102,077										
Total	216,533		48,383		15,178		151,677		1,295	
Students who are Economically Disadvantaged	146,787	67.8	15,259	31.5	11,365	74.9	119,492	78.8	671	51.8
Students who are not Economically Disadvantaged	9,746	32.2	33,124	68.5	3,813	25.1	32,185	21.2	624	48.2
School District Assessed				•						
Total	412,505		173,900		40,476		188,505		9,624	
Students who are Economically Disadvantaged	201,786	6.84	44,023	25.3	24,591	60.7	129,720	68.8	3,452	35.9
Students who are not Economically Disadvantaged	210,719	51.1	129,877	74.7	15,885	39.3	58,785	31.2	6,172	64.1
School District Assessed Value = \$134,665 and up										
Total	1,563,202		694,063		332,288		474,178		62,673	
Students who are Economically Disadvantaged	667,461	42.7	107,573	15.5	207,106	62.3	330,023	9.69	22,759	36.3
Students who are not Economically Disadvantaged	895,741	57.3	586,490	84.5	125,182	37.7	144,155	30.4	39,914	63.7

Table B-26, continued

	Total		Anglo	Q	Black	يد	Hispanic	ıtc	Other	i i
Characteristics	Number	×	Number	×	Number	×	Number	ĸ	Number	ĸ
		Sout	South Texas Economic Region	conomic 1	Region					
School District Assessed Value = \$<72,126										
Total	273,627		14,826		1,612		256,622		267	
Students who are Economically Disadvantaged	227,047	83.0	6,690	45.1	1,180	73.2	218,905	85.3	272	48.0
Students who are not Economically Disadvantaged	46,580	17.0	8, 136	54.9	432	26.8	37,717	14.7	295	52.0
School District Assessed Value = \$72,126-102,077										
Total	159,871	-	27,188		9,057		122,986		640	
Students who are Economically Disadvantaged	117,881	73.7	8,987	33.1	7,611	84.0	100,923	82.1	360	56.2
Students who are not Economically Disadvantaged	41,990	26.3	18,201	6.99	1,446	16.0	22,063	17.9	280	43.8
School District Assessed Value = \$102,078-134,664								•		
Total	100,839		32,243		4,526		62,802		1,268	
Students who are Economically Disadvantaged	52,600	52.2	8,086	25.1	2,982	62.9	41,198	9.59	334	26.3
Students who are not Economically Disadvantaged	48,239	8.74	24,157	74.9	1,544	34.1	21,604	34.4	934	73.7
School District Assessed										
Total	234,322		108,455		13,704		108,271		3,892	
Students who are Economically Disadvantaged	100,269	42.8	23,049	21.3	7,438	54.3	68,376	63.1	1,406	36.1
Students who are not Economically Disadvantaged	134,053	57.2	85,406	78.7	6,266	45.7	39,895	36.9	2,486	63.9
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Table B-26, continued

	Total	_	Anglo	၅	Black	ķ	Hispanic	ntc	Q.	Other
Characteristics	Number	×	Number	×	Number	ĸ	Number	×	Number	*
		Upper	Upper Rio Grande Economic Region	Economi	c Region				!	
School District Assessed Value = \$<72,126										
Total	18,132		976		99		17,071		49	
Students who are Economically Disadvantaged	16,217	89.4	583	61.6	56	84.8	15,543	91.0	35	71.4
Students who are not Economically Disadvantaged	1,915	10.6	363	38.4	10	15.2	1,528	0.6	14	28.6
School District Assessed Value = \$72,126-102,077							·			
Total	67,420		7,509		1,580		57,787		544	
Students who are Economically Disadvantaged	45,433	67.4	2,662	35.5	885	56.0	41,604	72.0	282	51.8
Students who are not Economically Disadvantaged	21,987	32.6	4,847	64.5	989	44.0	16,183	28.0	262	48.2
School District Assessed Value = \$102,078-134,664										
Total	66,598		12,639		2,924		50,290		745	
Students who are Economically Disadvantaged	44,166	66.3	3,407	27.0	1,749	59.8	38,790	77.1	220	29.5
Students who are not Economically Disadvantaged	22,432	33.7	9,232	73.0	1,175	40.2	11,500	22.9	525	70.5
School District Assessed Value = \$134,665 and up										
Total	2,725		069		11		1,997		21	
Students who are Economically Disadvantaged	1,835	67.3	248	35.9	m	17.7	1,579	79.1	'n	23.8
Students who are not Economically Disadvantaged	890	32.7	442	64.1	14	82.3	418	20.9	16	76.2

Table B-27: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Participation in Limited English Proficiency Programs and Race/Ethnicity, 1995-96

	Total		Anglo		Black	ايد	Hispanic	ıtc	Other	
Characteristics	Number	**	Number	×	Number	×	Number	ĸ	Number	K .
			Metropolitan Central City	Central (Hty	-				
Assessed Value <\$72,126	·									
Total	293,352		27,444		23,694		240,264		1,950	
Students in the Limited English Proficiency Programs	95,741	32.6	412	1.5	107	0.5	94,986	39.5	236	12.1
Students Not in the Limited English Proficiency Programs	197,611	67.4	27,032	98.5	23,587 99.5	99.5	145,278	60.5	1,714	87.9
Assessed Value \$72,126 to \$102,077 Total	216,533		48,383		15,178		151,677		1,295	
Students in the Limited English Proficiency Programs	42,482	19.6	321	7.0	07	0.3	41,965	7.72	156	12.1
Students Not in the Limited English Proficiency Programs	174,051	80.4	48,062	99.3	15, 138	7.66	109,712	72.3	1,139	87.9
Assessed Value \$102,078 to \$134,664 Total	412,505		173,900		40,476		188,505		9,624	
Students in the Limited English Proficiency Programs	56,553	13.7	534	0.3	143	4.0	53,715	28.5	2,161	22.5
Students Not in the Limited English Proficiency Programs	355,952	86.3	173,366	7.66	40,333 99.6	9°66	134,790	71.5	7,463	77.5

Table B-27, continued

	Total	_	Anglo		Black	농	Hispanic	inde	Other	ler.
Characteristics	Number	be	Number	×	Number	se	Rumber	×	Number	H
Assessed Value \$134,665 and up Total	1,563,202		694,063		332,288		474,178		. 62,673	
Students in the Limited English Proficiency Programs	205, 171	13.2	3,547	0.5	1,666	5.0	181,661	38.3	18,297	29.2
Students Not in the Limited English Proficiency Programs	1,358,031	86.8	690,516	99.5	330,622	5.66	292,517	61.7	44,376	70.8
			South Texas Economic Region	conomic f	Region					
Assessed Value										
Total	273,627		14,826		1,612		256,622		267	
Students in the Limited English Proficiency Programs	99,267	36.3	297	2.0	26	1.6	98,851	38.5	93	16.4
Students Not in the Limited English Proficiency Programs	174,360	63.7	14,529	98.0	1,586	98.4	157,771	61.5	747	83.6
Assessed Value \$72,126 to \$102,077 € ↔ Q Total	159,871		27,188		. 9, 057		122,986		640	
Students in the Limited English Proficiency Programs	26,936	16.9	132	0.5	24	0.3	26,686	21.7	76	14.7
Students Not in the Limited English Proficiency Programs	132,935	83.1	27,056	99.5	9,033	7.66	96,300	78.3	246	85.3

٠	Total		Anglo		Black	بد	Hispanic	inte	ዷ	Other
Characteristics	Number	**	Number	*	Number	l ex	Number	н	Number	*
Assessed Value \$102,078 to \$134,664										
Total	100,839		32,243		4,526		62,802		1,268	
Students in the Limited English Proficiency Programs	11,976	11.9	107	0.3	v	0.1	11,661	18.6	202	15.9
Students Not in the Limited English Proficiency Programs	88,863	88.1	32,136	7.66	4,520	6.66	51,141	81.4	1,066	84.1
\$134,665 and up Total	234,322		108,455		13,704		108,271		3,892	
Students in the Limited English Proficiency Programs	19,947	8 5.	353	0.3	80	4.0	18,780	17.4	764	19.6
Students Not in the Limited English Proficiency Programs	214,375	91.5	108,102	7.66	13,654	9.66	89,491	82.6	3,128	80.4
		Фрр	Upper Rio Grande Economic Region	a Economic	Region					
Assessed Value										
Total	18,132		976		99		17,071		67	
Students in the Limited English Proficiency Programs	8,033	44.3	. 56	6.9	. 4	6.1	7,963	46.7	10	20.4
Students Not in the Limited English Proficiency Programs	10,099	55.7	890	94.1	62	93.9	9,108	53.3	39	79.6

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Table B

Characteristics Rumber X Rumber Rumber X Ru			Total	_	Anglo		Black	;k	Hispanic	ınıc	Other	er
### Structure in the Limited English Froficiency Programs	ט ו	haracteristics	Number	ĸ	Number	*	Number	×	Number	×	Number	*
Total Students in the Limited Regists 1,580 57,787 57,787 Students in the Limited Regists 205,464 30.5 196 2.6 20 1.3 20,277 35.1 Students Rot in the Limited Regists 46,856 69.5 7,313 97.4 1,560 98.7 37,510 64.9 Assessed Value 2,02,98 12,639 2,924 50,290 7,204 7	4 %	.seeseed Value 72,126 to \$102,077										
Studente in the limited English Profitciency Programs 205,664 30.5 196 2.6 20 1.3 20,277 35.1 Studente Not in the Limited English Profitciency Programs 46,856 69.5 7,313 97.4 1,560 98.7 37,510 64.9 Assessed Value Students Not in the Limited English Profitciency Programs 46,763 70.2 12,639 2.924 50,290 7.7 19,541 38.9 Students in the Limited English Profitciency Programs 46,763 70.2 12,494 98.8 2,874 98.3 30,749 61.1 64.9 Forticiency Programs 19,75 690 7.7 19,74 19,97 70.1 70.1 70.1 70.1 70.1 70.1 70.1 70.		Total	67,420		7,509		1,580		57,787		244	
Students Not in the Limited English 46,856 69.5 7,313 97.4 1,560 98.7 37,510 64.9 Assessed Values (12,639 12,639 2,924 50,290 7 Students in the Limited English Profitency Professes Trained English Profitency Professes (12,43) 145 1.2 50 1.7 19,541 38.9 Students in the Limited English Professes (12,13) 46,763 70.2 12,494 98.8 2,874 98.3 30,749 61.1 64.56 Students Note and Up Troited English Profitency Professes (12,13) 2,725 690 17 1,997 1,997 1.997 Students in the Limited English Profitency Professes (12,13) 537 19.7 0 0.0 0.0 0.0 537 26.9 Students in the Limited English Profitency Profitency Profitency Professes (12,13) 2,188 80.3 690 17 100.0 1,460 73.1		Students in the Limited English Proficiency Programs	205,464	30.5	196	2.6	20		20,277	35.1	7.1	13.1
Studente in the Limited English Solid Solid Solid Solid Solid Solid Solid Studente in the Limited English Solid		Students Not in the Limited English Proficiency Programs	46,856	69.5	7,313	97.4	1,560	98.7	37,510	64.9	473	86.9
Students in the Limited English 19,835 29.8 145 1.2 50 1.7 19,541 38.9 Students Mot in the Limited English Profices 46,763 70.2 12,494 98.8 2,874 98.3 30,749 61.1 64.1 Assessed Value \$134,665 and up Total 2,725 690 17 1,997 1,997 Students in the Limited English Profitciency Programs 537 19.7 0 0.0 0 0 0 0 537 26.9 Students Not in the Limited English Profitciency Programs 2,188 80.3 690 17 100.0 17 100.0 1,460 73.1	40	ssessed Value 102,078 to \$134,664 Total	66,598		12,639		2,924		50,290		745	
Studente Mot in the Limited English 46,763 70.2 12,494 98.8 2,874 98.3 30,749 61.1 61.1 Assessed Value \$134,665 and up 2,725 690 17 1,997 Total Students in the Limited English 537 19.7 0 0.0 0 0.0 537 26.9 Students Not in the Limited English Expitation 2,188 80.3 690 100.0 17 100.0 1,460 73.1		Students in the Limited English Proficiency Programs	19,835	29.8	145	1.2	90	1.7	19,541	38.9	66	13.3
\$134,665 and up Total Students in the Limited English Proficiency Programs Students Not in the Limited English Proficiency Programs Students Not in the Limited English Proficiency Programs Students Not in the Limited English Proficiency Programs 2,188 80.3 690 100.0 17 100.0 1,460 73.1		Students Not in the Limited English Proficiency Programs	46,763	70.2	12,494	8.8	2,874	98.3	30,749	61.1	979	86.7
Students in the Limited English Limited English 537 19.7 0 0.0 0 0.0 537 26.9 Proficiency Programs Students Not in the Limited English 1,188 80.3 690 100.0 17 100.0 1,460 73.1	₩	ssessed Value 134,665 and up Total	2,725		069		17		1,997		21	
2,188 80.3 690 100.0 17 100.0 1,460 73.1	•	Students in the Limited English Proficiency Programs	537	19.7	0	0.0	0	0.0	537	26.9	0	0.0
		Students Not in the Limited English Proficiency Programs	2,188	80.3	069	100.0	17	0.001	1,460	73.1	21 1	21 100.0

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Table B-28: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Economically Disadvantaged Status, Participation in Limited English Proficiency Programs and Race/Ethnicity, 1995-96

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	Total		Anglo	Q	Black	پد	Hispanic	ndc	Other	ler
Characteristics	Number	ĸ	Number	×	Number	Z	Number	×	Number	ĸ
		Metro	Metropolitan Central City	tral C1	ty .				•	
School District Assessed Value <\$72,126 and Economically Disadvantaged			·				•			
Total	234,021		11,596		15,359		206,235		831	
Students in the Limited English Proficiency Programs	88,542	37.8	324	2.8	81	0.5	88,028	42.7	109	13.1
Students not in the Limited English Proficiency Programs	145,479	62.2	11,272	97.2	15,278	99.5	118,207	57.3	722	86.9
School District Assessed Value <\$72,126 and Not Economically Disadvantaged										
Total	59,331		15,848		8,335		34,029		1,119	
Students in the Limited English Proficiency Programs	7,199	12.1	88	9.0	` 9 2	0.3	6,958	20.5	127	11.4
Students not in the Limited English Proficiency Programs	52,132	87.9	15,760	99.4	8,309	7.66	27,071	79.5	992	88.6
School District Assessed Value = \$72,126-102,077 and Economically Disadvantaged										
Total	146,787		15,259		11,365		119,492		671	
Students in the Limited English Proficiency Programs	39,257	26.7	233	1.5	34	0.3	38,874	32.5	116	17.3
Students not in the Limited English Proficiency Programs	107,530	73.3	15,026	98.5	11,331	7.66	80,618	67.5	555	82.7
School District Assessed Value = \$72,126-102,077 and Not Economically Disadvantaged										
Total	69,746		33,124		3,813		32,185		624	
Students in the Limited English Proficiency Programs	3,225	4.6	88	0.3	•	0.2	3,091	9.6	40	4.9
Students not in the Limited English Proficiency Programs	66,521	95.4	33,036	7.66	3,807	8.66	29,094	90.4	584	93.6
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Table 8-28, continued

	Total	1	Anglo	10	Black	ck	Hispanic	ıntc	Other	ler
Characteristice	Number	Z.	Number	X	Number	x	Number	*	Number	×
School District Assessed Value = \$102,078-134,664 and Economically Disadvantaged										
Total	201,786		44,023		24,591		129,720		3,452	
Students in the Limited English Proficiency Programs	48,200	23.9	343	0.8	109	4.0	46,711	36.0	1,037	30.0
Students not in the Limited English Proficiency Programs	153,586	76.1	43,680	99.2	24,482	99.6	83,009	64.0	2,415	70.0
School District Assessed Value = \$102,078-134,664 and Not Economically Disadvantaged										
Total	210,719		129,877		15,885		58,785		6,172	
Students in the Limited English Proficiency Programs	8,353	4.0	191	0.2	34	0.2	7,004	11.9	1,124	18.2
Students not in the Limited English Proficiency Programs	202,366	96.0	129,686	99.8	15,851	99.8	51,781	88.1	5,048	81.8
School District Assessed Value = \$134,665 and up and Economically Disadvantaged										
Total	667,461		107,573		207,106		33,023		22,759	
Students in the Limited English Proficiency Programs	173,046	25.9	1,719	1.6	1,222	9.0	159,700	48.4	10,405	45.7
Students not in the Limited English Proficiency Programs	494,415	74.1	108,854	98.4	205,884	7.66	170,323	51.6	12,354	54.3
School District Assessed Value = \$134,665 and up and Not Economically Disadvantaged										
Total	895,741		586,490		125,182	•	144,155		39,914	
Students in the Limited English Proficiency Programs	32,125	3.6	1,828	0.3	777	4.0	21,961	15.3	7,892	19.8
Students not in the Limited English Proficiency Programs	863,616	7.96	584,662	7.66	124,738	9.66	122,194	84.7	32,022	80.2
ampeter (ampeters) restrains					2016177			1771		•

	Total		Anglo	o	Black	ck	Hispanic	ntc	Other	ler
Characteristics	Number	ĸ	Number	ĸ	Number	ĸ	Number	ĸ	Number	ĸ
		South 1	South Texas Economic Region	mic Regi	lon					
School District Assessed Value <\$72,126 and Economically Disadvantaged										
Total	227,047		6,690		1,180		218,905		272	
Students in the Limited English Proficiency Programs	92,165	9.04	261	3.9	. 26	2.2	91,828	42.0	20	18.4
Students not in the Limited English Proficiency Programs	134,882	59.4	6,429	96.1	1,154	97.8	127,077	58.0	222	81.6
School District Assessed Value <\$72,126 and Not Economically Disadvantaged										
Total	46,580		8,136		432		37,717		295	
Students in the Limited English Proficiency Programs	7,102	15.3	36	0.4	0	0.0	7,023	18.6	43	14.6
Students not in the Limited English Proficiency Programs	39,478	84.7	8,100	9.66	432	100.0	30,694	84.4	252	85.4
School District Assessed Value = \$72,126-102,077 and Economically Disadvantaged										
Total	117,881		8,987		7,611		100,923		360	
Students in the Limited English Proficiency Programs	25,578	21.7	101	1.1	24	0.3	25,384	25.2	69	19.2
Students not in the Limited English Proficiency Programs	92,303	78.3	8,886	98.9	7,587	7.66	75,539	74.8	291	80.8
School District Assessed Value = \$72,126-102,077 and Not Economically Disadvantaged										
Total	41,990		1,820		1,446		22,063		280	
Students in the Limited English Proficiency Programs	1,358	3.2	31	0.2	0	0.0	1,302	5.9	. 25	8.9
Students not in the Limited English Proficiency Programs	40,632	8.96	18,170	8.66	1,446	100.0	20,761	94.1	255	91.1

Table B-28, continued

School District Assessed		Total	_	Anglo	lo	Black	ck	Hispanic	ante	Other	er
From S2,600	Characteristics	Number	×	Number	×	Number	Z	Number	Z	Number	ĸ
Students in the Limited S2,600 S,086 2,982 41,198 334 Students in the Limited S2,600 S,031 99.3 2,978 99.9 31,217 75.8 273 Students not in the Limited 42,499 S0.8 S,031 99.3 2,978 99.9 31,217 75.8 273 School District Assessed 44,239 24,157 1,544 21,604 21,604 234 Total Students in the Limited 46,249 3.9 24,157 1,544 21,604 21,604 324 Students in the Limited 46,249 3.0 24,157 1,544 21,604 324 324 Students in the Limited 46,249 3.0 24,157 24,105 99.8 1,542 99.9 19,924 92.2 793 Students in the Limited 100,269 23,049 7,438 68,376 1,406 Students in the Limited 100,269 19.8 0.9 32 0.4 15,234 23.7 444 Students in the Limited 14,923 3.1 22,833 99.1 7,406 99.6 52,142 76.3 942 Students in the Limited 13,403 3.2 3.3 3.2 0.4 15,234 3.3 3.3 Students in the Limited 13,403 3.3 3.2 0.4 15,246 3.3 3.3 Students in the Limited 13,403 3.2 3.4 3.4 3.3 3.4 3.4 3.4 3.5 3.4	School District Assessed Value = \$102,078-134,664 and Economically Disadvantaged										
Studente in the Limited 10,101 19.2 55 0.7 4 0.1 9,981 24.2 61 51 51 51 51 51 51 51	Total	52,600		8,086		2,982		41,198		334	
School District Assessed No. 8 0.031 99.3 2,978 99.9 31,217 75.8 273 School District Assessed No. 8 0.031 99.3 2,978 99.9 31,217 75.8 273 School District Assessed No. 8 0.031 99.3 2,978 99.9 31,217 75.8 273 School District Assessed Students in the Limited Students not in the Limited Students i	Students in the Limited English Proficiency Programs	10,101	19.2	55	0.7	4	0.1	9,981		. 61	18.3
School District Assessed	Students not in the Limited English Proficiency Programs	42,499	80.8	8,031	99.3	2,978	99.9	31,217	75.8	273	81.7
Total Students in the Limited Students not	School District Assessed Value = \$102,078-134,664 and Not Economically Disadvantaged	ä									
Students in the Limited English Proficiency Programs Students not in the Limited Students not in the Limited Students not in the Limited School District Assessed School District Assessed English Proficiency Programs Students in the Limited English Proficiency Programs Students not in the Limited English Proficiency Programs Students and up and School District Assessed Students and the Limited English Proficiency Programs School District Assessed Foral School District Assessed School D	Total	48,239		24,157		1,544		21,604		934	
Students not in the Limited English Proficiency Programs School District Assessed Students in the Limited English Proficiency Programs Students in the Limited School District Assessed Students in the Limited English Proficiency Programs Students in the Limited School District Assessed Total Students in the Limited English Proficiency Programs Students in the Limited Students in the Limi	Students in the Limited English Proficiency Programs	1,875	3.9	52	0.2	7	0.1	1,680	7.8	141	15.1
100,269 23,049 7,438 68,376 1,406		46,364	96.1	24,105	8.66	1,542	6.66	19,924	92.2	793	84.9
100,269 23,049 7,438 68,376 1,406	School District Assessed Value = \$134,665 and up and Economically Disadvantaged										
sens 16,926 16.9 196 0.9 32 0.4 16,234 23.7 464 ed 83,343 83.1 22,853 99.1 7,406 99.6 52,142 76.3 942 ged 134,053 85,406 6,266 39,895 2,4 sens 3,021 2.3 157 0.2 18 0.3 2,546 6.4 300 ed 131,032 97.7 85,249 99.8 6,248 99.7 37,349 93.6 2,186	Total	100,269		23,049		7,438		68,376		1,406	
ed 83,343 83.1 22,853 99.1 7,406 99.6 52,142 76.3 942 ged 134,053 85,406 6,266 39,895 2,44 end 3,021 2.3 157 0.2 18 0.3 2,546 6.4 300 ed 131,032 97.7 85,249 99.8 6,248 99.7 37,349 93.6 2,186	Students in the Limited English Proficiency Programs	16,926	16.9	196	6.0	32	4.0	16,234	23.7	797	33.0
ged 134,053 85,406 6,266 39,895 2,4 ans 3,021 2.3 157 0.2 18 0.3 2,546 6.4 300 ed ams 131,032 97.7 85,249 99.8 6,248 99.7 37,349 93.6 2,186	Students not in the Limited English Proficiency Programs	83,343	83.1	22,853	99.1	7,406	9.66	52,142	76.3	942	67.0
134,053 85,406 6,266 39,895 2,4 its in the Limited 3,021 2.3 157 0.2 18 0.3 2,546 6.4 300 its not in the Limited sh Proficiency Programs 131,032 97.7 85,249 99.8 6,248 99.7 37,349 93.6 2,186	School District Assessed Value = \$134,665 and up and Not Economically Disadvantaged										
8 3,021 2.3 157 0.2 18 0.3 2,546 6.4 300 8 131,032 97.7 85,249 99.8 6,248 99.7 37,349 93.6 2,186	Total	134,053		85,	406	•	,266	39	,895	2,	2,486
8 131,032 97.7 85,249 99.8 6,248 99.7 37,349 93.6 2,186	Students in the Limited English Proficiency Programs	3,021	2.3	157	0.2	18	0.3	2,546	4.9	300	12.1
	Students not in the Limited English Proficiency Programs	131,032	7.76	85,249	8.66	6,248	7.66	37,349	93.6	2,186	87.9

	Total		Anglo		Black		H18
Bracteristics	Number	×	Number 2	K	Number	*	Number

	Total	_	Anglo	•	Black	ck	Hispanic	ntc	Other	er
Characteristics	Number	×	Number	ĸ	Number	¥	Number	ĸ	Number	ĸ
		Upper R4	Upper Rio Grande Economic Region	nomic 1	Region				•	
School District Assessed Value <\$72,126 and Economically Disadvantaged										
Total	16,217		583		56		15,543		35	
Students in the Limited English Proficiency Programs	7,548	46.5	. 54	9.3	4	7.1	7,481	48.1	6	25.7
Students not in the Limited English Proficiency Programs	8,669	53.5	529	90.7	52	92.9	8,062	51.9	26	74.3
School District Assessed Value <\$72,126 and Not Economically Disadvantaged										
Total	1,915		363		10		1,528		14	
Students in the Limited English Proficiency Programs	485	25.3	7	9.0	0	0.0	482	31.5	1	7.1
Students not in the Limited English Proficiency Programs	1,430	74.7	361	4.66	10	100.0	1,046	68.5	13	92.9
School District Assessed Value = \$72,126-102,077 and										
Total	45,433		2,662		885		41,604		282	
Students in the Limited English Proficiency Programs	18,329	40.3	146	5.5	15	1.7	18,118	43.6	20	17.7
Students not in the Limited English Proficiency Programs	27,104	59.7	2,516	94.5	870	98.3	23,486	56.4	232	82.3
School District Assessed Value = \$72,126-102,077 and Not Economically Disadvantaged										
Total	21,987		4,847		695		16,183		262	
Students in the Limited English Proficiency Programs	2,235	10.2	20	1.0	v	0.7	2,159	13.3	21	8.0
Students not in the Limited English Proficiency Programs	19,752	89.8	4,797	0.66	069	99.3	14,024	86.7	241	92.0

Table B-28, continued

	Total	_	Anglo	ا و	Black	ck	Hispanic	inte	8	Other
Characteristics	Rumber	*	Number	¥	Rumber	*	Number	×	Number	**
School District Assessed Value = \$102,078-134,664 and Rconomically Disadvantaged										
Total	44,166		3,407		1,749		38,790		220	
Students in the Limited English Proficiency Programs	18,328	41.5	86	2.9	41	2.3	18,153	8.99	36	16.4
Students not in the Limited English Proficiency Programs	25,838	58.5	3,309	97.1	1,708	7.76	20,637	53.2	184	83.6
School District Assessed Value = \$102,078-134,664 and Not Economically Disadvantaged										
Total	22,432		9,232		1,175		11,500		525	
Students in the Limited English Proficiency Programs	1,507	6.7	47	0.5	σ.	8.0	1,388	12.1	63	12.0
Students not in the Limited English Proficiency Programs	20,925	93.3	9,185	5.66	1,166	99.2	10,112	87.9	797	88.0
School District Assessed Value = \$134,665 and up and Economically Disadvantaged										
Total	1,835		248		e		1,579		S	
Students in the Limited English Proficiency Programs	. 522	28.5	0	0.0	0	0.0	522	33.1	0	0.0
Students not in the Limited English Proficiency Programs	1,313	71.5	248	248 100.0	m	100.0	1,057	6.99	v	100.0
School District Assessed Value = \$134,665 and up and Not Economically Disadvantaged										
Total	890		445		14		418		16	
Students in the Limited English Proficiency Programs	15	1.7	0	0.0	0	0.0	15	3.6	0	0.0
Students not in the Limited English Proficiency Programs	875	98.3	745	442 100.0	14	100.0	403	96.4	16	100.0



Table B-29: Number and Percent of Students in Selected Areas in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Income and Race/Ethnicity, 1995-96

	Total	7	Anglo	130	Black	ck 	Hispanic	ante	Other	T E	Not Reported	ported
Characteristics	Rumber	*	Number	*	Rumber	*	Number	*	Number	*	Rumber	*
				Metropol	Metropolitan Central City	1 cfty						
\$1-\$49,999												
[446]	10.745		2.097		1,058		6.474		575		541	
1000	•	54.5	561	26.7	603		4.366	67.4	213	37.0	116	21.5
830.000 to 869.999	1,782	16.6	578	27.6	183		911	14.1	8	15.7	20	3.7
\$50,000 to \$59,999	647	0.9	276	13.2	64		268	4.1	27	4.7	12	2.2
\$60,000 to \$79,999	938	8.7	375	17.9	96		415	4.9	35	6.1	17	3.1
\$80,000 to \$100,000	216	2.0	16	4.3	61		40	S: .	∞ :	4.6	∢ €	٥.٧
More than \$100,000 No Response	1,147	1.5	149	3.2	83 83	7.8	35.5	5.5	191	33.2	369	68.2
\$50,000 to \$69,999												
- Total	12.678		4.621		1,369		4,660	-	1,419		409	
510.000	•	40.3	1.004	21.7	698	51.0	2,768	59.4	496	35.0	61	14.9
\$30.000 to \$69.999	2.804	22.5	1,240	26.8	319	23.3	951	20.4	271	19.1	23	5.6
\$50,000 to \$59,999	1,027	8.2	581	12.6	97	7.1	241	5.2	93	9.9	21	3.7
\$60,000 to \$79,999	1,657	13.3	1,057	22.9	122	8 6.	326	7.0	129	9.1	23	5.6
\$80,000 to \$100,000	355	2.8	235	5.1	81	1.3	85	1.2	43	e .	- •	٠. د.
More than \$100,000	297	10.5	282	9 6	108	. o.	273	, o.	358	22.5	283	69.2
No Kasponsa	11211	}	ì	;		:	i	:				
\$70,000 to \$99,999												
Total	17,425		10,014		1,990		3,500	:	1,491	•	430	;
€30,000	5,062	29.1	1,844	18.4	979	49.2	1,710	8.8	466 9 1	31.2	e 6	4.6
\$30,000 to \$49,999	440.6	52.6	2,408	24.0	144	7.7	760	6.17	767	13.4 4	? *	
\$50,000 to \$59,999	1,730	0.01	1,139	23.2	219	? ?	200	11.5	167	11.2	1 87	11.1
\$60,000 to \$100,000		1.5	718	7.2	41	2,1	88	2.5	41	2.8	S	1.2
More than \$100,000	0 0 0		808		ឧះ្	1.2	74	7.5	9 22	4.6	9 (1.4
No Kesponse	1,654		9	:	Ì	:	5	•	į	ì	1	
\$100,000 to \$129,999												
Total	22,635	9	11,897		4,322	1 75	3,263	46.4	2,651	21.3	5 02	11.2
000,000	0,322	6.1.3	10061	? ?	4,000		1000		100		2	
\$30,000 to \$49,999	4,607	20.4	2,350	27.5	980	50.7	726	7.0	165) <u>-</u>	9
\$50,000 to \$59,999	2,050	1.6	1001	****	7 0	•	3 5	•	3		3 3	
\$60,000 to \$79,999	4, 193	18.5	3,100	1.07	2/3		7/5	# C	# 66 67	2 6	į	1.71
\$80,000 to \$100,000	1,40/	7.6	1, 122		7.64	; -	7 7		13.2	Š	ο α	
More than \$100,000	7/01	* .	07#61	11.7	7	?:	•		101	?	•	:



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	Total	ם	V	Anglo	18	Black	Hiep	Hispanic	8	Other	Sthmicity Not Reported	city
Characteristics	Rumber	ĸ	Rumber	ĸ	Rumber	ĸ	Rumber	¥	Rember	×	Runber	×
\$130,000 and Over												
Total	15,484		10471		1104		1,630		1,912		367	
<30,000	2,572	16.6	1080	10.3	468	42.4	573	35.1	425	22.2	56	7.1
\$30,000 to \$49,999	2,548	16.5	1618	15.5	258	23.4	362	22.2	293	15.3	17	4.7
850,000 to 859,999	1,345	2.7	983	4.6	7	4.6	145	e ;	132	6.9	14	e
\$60,000 to \$79,999	3,338	21.6 4.4	121	22.5	131	11.9 • •	242 93	14.9	276	14.4	47	12.8
More than \$100,000	2,280	14.7	1983	18.9	4		112	9	137	7.5	o ~	
No Response	1,944	12.5	932	6.8	86	6.8	104	4.9	260	29.3	250	68.1
Matched Appradeal and Parents' Income Value Not Avallable				•								
1					1							
Totel	10,384		5384	9	737	9,4	2,556		1,384		323	•
\$30 000 +0 640 000	1,764		9 8	9.91	177	26.0	8 2 2		55		3 5	• • • •
850,000 to 859,999	803		479	6	54	7.3	206		57	4.1	2	
\$60,000 to \$79,999	1.800		1203	22.3	87	11.8	355		117	5.0	. 65	11.8
\$80,000 to \$100,000	653	6.3	440	8.2	2	3.4	127	5.0	58	4.2	m	6.0
More than \$100,000	1,551		1148	21.3	30	4.1	212		152	11.0	•	2.8
No Response	1,828		642	11.9	92	12.5	178		675	8.8	241	74.6
				South Texas	s Kconomic	Region						
\$1-\$49,999												
Total	10.913		1.635		226		8.036		402		414	
30,000	6171	56.5	444	27.1	151	8.99	5,345	66.5	111	27.6	120	19.5
\$30,000 to \$49,999	1,671	:3.	420	25.7	33	14.6	1,133	14.1	7	17.7	14	2.3
\$50,000 to \$59,999	275	n •	981	4:1:4	<u>.</u>		337	7.5	24	0.0	SI :	2.4
\$80,000 to \$100,000	200		312	9.4		1 0	116	• • • • • • • • • • • • • • • • • • •	3 4	7.0	7	
More than \$100,000	153	7	8.	8.8	1 64	6.0	9	1.1	•	2.2	1 0	
No Response	1,221	11.2	144	8.8	17	7.5	464	5.8	156	38.8	440	7.1.7
\$50,000 to \$69,999												
1000	4. 180		1.217		113		308		202		980	
100m1	2,129	48.6	305	25.1	199	63.6	1,506	65.3	80	27.4	2	7.5
\$30,000 to \$49,999	826	18.9	328	27.0	28	18.6	388	16.8	3.5	12.6	3	9
\$50,000 to \$59,999	288	9.9	149	12.2	3	8.4	110	4.8	=	3.8	m	1.2
\$60,000 to \$79,999	411	4.0	254	20.9	21.	e .	121	2.5	17	8°.	۲.	7.8
\$80,000 to \$100,000	y «	7.7 1.8	9 4	, e	N 60	9.0	72	7:7	4	4.	- -	4.4
	. 551	12.6	22	0.9	, 2 3	0.0	130	5.6	139	47.6	184	73.6

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Table 3-2	

Character1stice 570.000 to \$99.999	TOTOT	ם	Anglo	lo 10	718	Black	Hispanic	mic	Other	ie t	Ethnicity Not Reported	city
\$70.000 to \$99.999	Rumber		Number	*	Number	*	Number	•	Number	•	Number	*
		-										
Total	•		1.966		253		1.211		122		125	
<30:000	1,109	29.2	389	19.8	104	41.1	535	44.2	99	26.3	15	12.0
810.000 +0 869.999		24.0	969	25.2	7.4	29.3	287	23.7	20	19.0	•	4.8
410 000 +0 410 000	9	1	236	12.0		7.0	116		3	× ×	•	4
				2 5 6 6	3 =	::	2	. :	1 %		· <u>·</u>	
\$60,000 to \$79,999	0 0	• • •	7 -	7.77	7	7.71	9 -	7.71	P F		9 (77.0
SEO, UCO TO SILVO, USA	201		001		٠.	.,	7	9.7	`:	7.0	> (•
More than \$100,000 No Response	153 273	4 6 0 0	115	5.9 5.5	14	6.7	8 8 9 7 9 8	2.1 5.6	11 59	4.4 23.5	82 0	65.6
\$100,000 to \$129,999												
	•		•				9		91.0		;	
TOTAL	100,5		1,513		817	4	N 0	:	8/7 F	•	n (•
20,000	7	1.67	977	1:5	8 5	9 6	2:	7.55	21	50.0	n 1	0
830,000 to 849,999		55.5	446	7.77	2 6	19.3	302	31.8	2;	27.0	_	11:1
\$50,000 to \$59,999	335	11.0	196	13.0	3	11.5	60	. O	21	7.6	4	6.3
\$60,000 to \$79,999	290	19.5	385	25.4	ဓ	13.8	148	15.4	S	e.	•	12.7
\$80,000 to \$100,000	157	5.2	115	7.6	•	3.7	76	2.7	7	2.5		1.6
More than \$100,000	190	6.3	144	o.	•	2.7	24	2.5	21	5.4	-	1:6
No Response	255	8.4	101	6.7	11	2.0	42	4.4	62	22.3	39	61.9
\$130,000 and Over												
Total	1.721		2.379		165		739		349		08	
40.000	921	24.8	443	18.6	8	36.4	305	41.3	102	29.5	1	12.4
830,000 to 849,999	793	21.3	524	22.0	45	25.4	164	22.2	55	15.8	•	9.0
\$50,000 to \$59,999	340	9.1	248	10.4	11	7.9	99	8.7	12	8° 68	m	3.4
\$60.000 to \$79.999	615	16.5	474	19.9	ม	15.1	2	10.7	59	8.3	•	6
\$80,000 to \$100,000	274	7.4	212	6.8	60	4.9	33	4.5	20	5.7	-	1:1
More than \$100,000	364	9.8	289	12.2	•	3.6	47	6.3	20	5.7	7	2.2
No Response	414	11.1	189	8 .0	11	6.7	47	6.3	111	31.8	26	62.9
Matched Appraisal and Parents' Income Value Not Available												
Total	3,061		1,090		146		1,487		286		52	
C30,000		28.2	160	14.7	45	30.9	909	40.4	53	18.5	•	11.5
\$30.000 to \$49.999	626	20.4	233	21.4	32	21.9	318	21.4	39	13.7	•	7.7
\$50,000 to \$59,999	281	9.5	116	10.6	18	12.3	127	8.5	17	6.0	m	5.8
\$60.000 to \$79.999	483	15.8	220	22.9	18	12.3	181	12.2	28	8.6	Ģ	11.5
\$80.000 to \$100.000	164	5.4	83	7.6	•	4.1	99	4.4	•	2.8	-	1.9
More than \$100,000	294	9.6	157	14.4	5	3.4	86	9.9	33	11.5	-	1.9
No Response	349	11.4	91	8.4	22	15.1	97	6.5	108	37.8	31	59.7

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	Total	ם	Anglo	ot	18	Black	Hisp	Hispanic	Other	101	Not Reported	ported
Characteristics	Number	 	Number	*	Number	×	Number	*	Number	*	Rumber	×
			фф	r Rio Gr	Upper Rio Granda Economic Region	ric Region			:			
\$1-\$49,999												
Total		٠	2		11		353		9 1.		18	
90,00	319	68.0	ม	34.2	•	72.7	274	77.6	•	42.9	•	33.3
\$30,000 to \$49,999	83	12.6	14	19.2	7	18.2	40	11.3	m	21.4	0	0.0
\$50,000 to \$59,999	22	4.7	•	11.0	0	0.0	12	3.4	-	7:1	-	5.6
\$60,000 to \$79,999	31	9.9	17	23.3	0	0.0	12	4.6	7	14.3	0	0.0
\$80,000 to \$100,000	∢ •	o	⊶ •	*	0 0	0.0	27) -	o c	0 0	0.0	0 0	0.0
No Response	28	•	n en		-	9:1	1 11		9 6	14.3	2	61.1
\$50,000 to \$69,999					÷							
	9 158		404		=======================================		1741		147		ž	
100	1 200	61.0	5	10.1	. «	61.2	410 T		5	30.5	•	90.00
\$30 000 + 0 640 000	520	22.1		27.0		16.2	397	22.8	50 %	12.0) er	
\$50,000 to \$59,999	142	9	87	12.2	•	7.2	80	4	12	7.2	8	5.7
\$60.000 to \$79.999	207	6	2	24.0	, • ^	4.5	110	6.3	ដ	0.6	4	11.4
\$80.000 to \$100.000	23	2.3	50	9.9	<₹	3.6	2	1.4	*	2.4		0
More than \$100.000	34	1.4	IJ	4.9	0	0.0	21	6.0	4	2.4	0	0.0
No Response	199	8.4	19	6.2	•••	7.2	93	5.3	61	36.5	18	51.4
\$70,000 to \$99,999												
Total	2.061		559		100		1,189	-	186		27	
₹30.000	949	46.1	95	17.0	55	55.0	728	61.2	62	33.3	•	33.3
\$30,000 to \$49,999	380	18.4	118	21.1	5 6	26.0	193	16.2	9	21.5	m	11.1
\$50,000 to \$59,999	138	6.7	88	10.6	7	7.0	61	5.1	11	6.0	0	0:0
\$60,000 to \$79,999	261	12.7	127	22.7	•	9. 0	102	9.6	20	10.8	4	14.8
\$80,000 to \$100,000	40	4.1	28	4.0		0.1	22	6 .	en į	9:	0	0.0
More than \$100,000	104	0.0	99	:: •:1		0.1	50	1.7	71	6.5	0 ;	0
No Response	145	7.0	%	4.9		2.0	8	5.3	22	17.7	=	8.04
\$100,000 to \$129,999												
Total	24		14		8		*		•		0	
<30,000	•	25.0	m	21.4	7	100.0	0	0.0	-	33.4	0	0.0
\$30,000 to \$49,999	•	37.5	50	35.7	0	0.0	4	80.0	0	0.0	•	0.0
\$50,000 to \$59,999	7	8.3	-	7.1	0	0.0	-	20.0	0	0.0	0	0.0
\$60,000 to \$79,999		4.2	-	7:1	0	0.0	•	0.0	0	0.0	0	0.0
\$80,000 to \$100,000	7	8.3	7	14.4	0	0.0	0	0.0	0	0.0	0	0.0
More than \$100,000	-	4.2	0	0.0	0	0.0	0	0.0		33.3	0	0.0
No Response	•	12.5	7	14.3	0	0.0	0	0.0		33.3	0	0.0

	Total		Anglo	ا ا	Black	ا ا	Hisp	Hispanic	Other	14 19	Ethnicity Not Reported	city
Characteristics	Rumber 3		Number	×	Number	*	Number	ĸ	Number	*	Number	×
\$130,000 and Over												
Total	c		0				0		•		0	
430.000	0	0.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
\$30,000 to \$49,999	0	•	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
\$50,000 to \$59,999		•	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
\$60.000 to \$79.999		•	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
\$80.000 to \$100.000		•	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
More than \$100.000	0	•	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No Response		0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Matched Appraisal and Parents' Income Value Not Available												
Total	619		117		12		450		36		4	
<30.000	216 34	•	23	19.7	7	58.4	184	40.9	7	9.6	0	0.0
\$30,000 to \$49,999	101 16.3		17	14.5	-	8.3	2	17.6	4	11.1	0	0.0
\$50.000 to \$59.999			13	11.1	0	0.0	29	6.4	7	5.6	0	0.0
860.000 to 879.999		•	20	17.1	-	8.3	17	15.8	50	13.9	7	50.0
\$80,000 to \$100,000		'n	12	10.2	-	8.3	23	5.1	4	11.1	0	0.0
More than \$100,000		'n	ฆ	21.4	-	8.3	41	9.1	e	8.3	→	25.0
No Response	•	.,	7	6.0	-	8.4	23	5.1	91	44.4	-	25.0

Number and Percent of Students in Selected Areas in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Education and Race/Ethnicity, 1995-96 Table B-30:

		Total	al	Anglo	Jo	B1.	Black	Hispanic	anic	Other	.e.r
	Characteristics	Number	Ħ	Number	×	Number	¥	Number	¥	Number	×
			Me	Metropolitan Gentral Gity	Central	City					
	<u>81-849,999</u>										
	Total	4,935		1,170		637		2,789		339	
	<pre><## School ## County Control</pre>	945	19.1	32	2.7	65	10.2	798	28.6	20	14.7
	nign school Graduate or Rendwalant	1.014	20.5	197	16.8	148	23.2	622	22.3	47	13.9
	Some College	1,515	30.7	412	35.2	253	39.7	770	27.6	80	23.6
	Bachelor/4 Year Degree	664	13.5	253	21.6	86	13.5	285	10.2	40	11.8
	Graduate Degree or Higher	699	13.6	264	22.6	70	11.0	283	10.2	52	15.3
	Education Not Reported	128	5.6	12	1.1	15	2.4	31	1.1	20	20.7
	\$50,000 to 69,999										
	Total	7,335		2.675		805		3.015		840	
	<#12 School	857	11.7	35	1.3	41	5.1	701	23.3	80	9.5
	High School Graduate										
	or Equivalent	1,325	18.1	371	13.9	149	18.5	700	23.2	105	12.5
	Some College	2,411	32.9	944	35.3	341	42.4	951	31.5	175	20.8
	Bachelor/4 Year Degree	1,236	16.8	630	23.5	142	17.6	313	10.4	151	18.0
	Graduate Degree or Higher	1,288	17.5	661	24.7	123	15.3	306	10.1	198	23.6
	Education Not Reported	218	3.0	34	1.3	o,	1.1	44	1.5	131	15.6
	870,000-99,999										
	Total	10,811		6,358		1,229		2,302		922	
	<fi>digh School</fi>	699	6.2	89	1.1	61	2.0	457	19.9	83	0.6
	High School Graduate	,	•	,	,	•	1		,		
****	or Equivalent	1,391	12.9	604	9.5	234	19.0	454	19.7	66	10.8
eraÌ	Some College	3,457	32.0	1,990	31.3	540	43.9	723	31.4	204	22.1
	Bachelor/4 Year Degree	2,303	21.3	1,626	25.6	195	15.9	300	13.0	182	19.7
	Graduate Degree or Higher	2,764	25.5	2,009	31.6	175	14.2	342	14.9	238	25.8
	Education Not Reported	227	2.1	19	6.0	24	2.0	56	1.1	116	12.6

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	101	Total	Anglo	lo	BI	Black	Hispanic	anic	8	Other
Characteristics	Number	×	Number	ĸ	Number	ĸ	Number	2	Number	ĸ
\$100,000-\$129,999									•	
Total	15.254		8,117		2,859		2,463		1,815	
<pre></pre>	1,037	8.9	53	0.7	127	4.4	673	27.3	184	10.1
High School Graduate							•	•	1	,
or Equivalent	1,947	12.8	691	8.5	286	20.5	463	18.8	207	11.4
Some College	4,376	28.7	2,154	26.5	1,177	41.2	683	27.8	362	20.0
Bachelor/4 Year Degree	3,616	23.7	2,466	30.4	484	16.9	303	12.3	363	20.0
Graduate Degree or Higher	3,873	25.4	2,662	32.8	433	15.2	311	12.6	467	25.7
Education Not Reported	405	5.6	91	1.1	25	1.8	30	1.2	232	12.8
\$130,000 and Over										
	10,429		7.299		700		1,197		1,233	
CHigh School	220	2.1	27	0.4	26	3.7-	105	8.8	62	5.1
His School Graduate							,			
or Equivalent	714	6.9	351	4.8	109	15.6	166	13.9	88	7.1
Some College	2,214	21.2	1,378	18.9	228	32.6	386	32.2	222	18.0
Bachelor/4 Year Degree	2,807	26.9	2,214	30.3	145	20.7	233	19.5	215	17.4
Graduate Decree or Higher	4.182	40.1	3,241	44.4	177	25.3	288	24.0	476	38.6
Education Not Reported	292	2.8	88	1.2	15	2.1	19	1.6	170	13.8
Matched Assessed Value and Parents' Education Not Available						·				
Total	7,127		3,895		267		1,853		812	
<pre><eigh graduate<="" high="" pre="" school=""></eigh></pre>	266	3.7	25	9.0	5 6	4.6	195	10.5	20	2.4
or Emitvalent	623	8.7	196	5.0	73	12.9	304	16.4	20	6.2
	1.501	21.1	704	18.1	192	33.9	496	26.8	109	13.4
Some Collage	1 630	22.0	1.072	27.5	114	20.1	320	17.3	124	15.3
Bachelor/4 lear Degree	1,000	20,7	1,011	7. 77	147	25.0	515	27.8	279	34.4
Graduate Degree or Higher	00117	7000	71017	?) t T	, ,	3 6		760	000
Discoution Not Reported	27.0	9	5	-	•	4	′	•	1111	

Table B-30, continued

Number X Number Number X Number X Number X Number X Number X Number Number X Number Number X Number X Number Number X Number X Number Number X Number N		Total	al	Anglo	510	B1	Black	Hispanic	anic	OF.	Other
South Texas Economic Region 4,475 4,475 22aduate 1,266 28.3 20.7 127 127 12.6 29.8 20.7 127 127 12.6 29.2 20.7 20.6 20.7 20.6 20.7 20.6 20.7 20.6 20.7 20.6 20.7 20.7 20.6 20.7 20.6 20.7 20.6 20.7 20.6 20.7 20.6 20.7 20.6 20.7	Characteristics	Number	×	Number	H	Number		Number	н	Number	84
Staduate 4,475 818 191 4,6 24.1 3,262 Staduate 928 20.7 127 15.5 50 26.2 723 ast Degree 606 13.6 20.7 127 15.5 50 26.2 723 see or Higher 606 13.6 191 23.4 22 11.5 888 929 2,255 658 20.7 120 18.2 42 20.0 346 929 2,255 658 23.1 35.1 9.0 44.8 350 929 2,255 658 23.1 35.1 94 44.8 350 920 17.4 14 2.1 19 9.0 1,250 3mt Degree 496 22.0 120 18.2 42 20.0 311 8mt Degree 300 13.3 146 22.2 32.1 10.0 119 resported 63 2.8 4.1 8 0.7 6 4.2 6 8mt 4.1 8 0.7 6 4.2 6 6 8mt 4.1 8 0.7 6 4.2 6 8mt 4.1<			Sout	th Texas E	conomic	Region		·			
3raduate 4,475 818 191 3,262 Staduate 928 20.7 127 15.5 50 26.2 723 ant Degree 606 13.6 191 23.4 22 17.2 888 eee or Higher 607 13.6 191 23.4 22 72.2 888 929 2,255 658 17.4 14 2.1 19 9.4 36 \$292 2,255 658 17.4 14 2.1 19 9.4 36 \$292 2,255 658 22.0 120 1,250 346 \$292 17.4 14 2.1 19 9.0 1,250 \$193 17.4 14 2.1 19 9.0 346 \$102 13.5 14 2.1 19 9.0 346 \$102 13.5 14 2.1 19 9.0 346 \$102 13.5 14.3 14.2 10.0 119 \$102 13.6 14.3 14.2 10.0 119 \$102 14.3 14.3 14.3 14.3 14.3 \$102 14 14 14	81-849,999										
graduate 958 21.4 15 183 46 24.1 880 surt 1,266 28.3 276 33.7 52 27.2 723 sar Degree 606 13.6 126 28.3 276 33.7 52 27.2 888 ree or Higher 617 13.8 203 24.8 18 9.4 369 366 299 2,255 658 2.0 3 17.4 14 2.1 19 9.0 346 366 sar Degree 300 13.3 17.4 14 2.1 19 9.0 346 ree or Higher 697 30.9 231 35.1 94 44.8 350 ree or Higher 69 2.0 18.2 4 44.8 350 requate 30 13.6 12.7 21 10.0 119 reduate 2.168 4.1 8 0.7 6 4.2 6<	Total	4,475		818		191		3,262		204	
Preducte 928 20.7 127 15.5 50 26.2 723 sar Degree 606 13.6 28.3 276 33.7 52 27.2 888 sar Degree 606 13.6 13.6 191 23.4 22 11.5 369 ree or Higher 617 13.8 203 24.8 18 9.4 369 999 2.255 658 2.1 19 9.0 346 393 17.4 14 2.1 19 9.0 346 art 697 30.9 231 35.1 94 44.8 350 sar Degree 300 13.3 146 22.1 21 10 11 ree or Higher 697 30.9 231 35.1 4 44.8 350 ree or Higher 63 2.8 4.1 4.2 0.7 2 1.0 reduate 16.8 4.1 8 0.	< High School	958	21.4	15	183	46	24.1	. 880	27.0	17	ω.
art Degree 926 20.7 127 13.3 127 13.3 127 23.4 128 30.2 as Degree 617 13.8 120 23.4 22 27.2 888 se or Higher 617 13.8 120 24.8 18 9.4 36 999 2.255 658 2.1 19 3.1.6 36 393 17.4 14 2.1 19 9.0 346 370 13.3 17.4 14 2.1 19 9.0 346 393 17.4 14 2.1 19 9.0 346 393 17.4 14 2.1 19 9.0 346 393 17.4 14 2.1 19 9.0 346 393 17.4 14 2.1 19 9.0 346 394 44.8 350 395 231 35.1 34 44.8 350 396 13.3 146 22.2 32 15.2 107 396 13.6 143 21.7 21 10.0 119 396 4.1 8 0.7 6 4.2 69 396 4.1 8 0.7 6 4.2 69 396 34.1 376 31.3 36.1 47.5 261 397 31 30.9 32 14.7 31 30.9 32 14.7 31 30.9	High School Graduate		1			S	,	123	,	ç	
Table 1.500 20.3 17.7 22 17.2 300 200 200 20.3 17.4 22 11.5 369 24.8 18 9.4 366 17.1 13.8 201 24.8 18 9.4 366 20.0 2.2 6 0.7 3 1.6 36 366 20.0 2.2 6 0.7 3 1.6 36 366 20.0 2.2 658 2.1 19 9.0 3.46 3.46 3.46 3.46 3.46 3.46 3.46 3.46	or Equivalent	876	707	771	10.0	2 6	7.07	67/	7.77	07	13.7
Februare 606 13.6 191 23.4 22 11.5 309 500 500 500 500 500 500 500 500 500 5	Some College	1,266	28.3	9/7	7.00	70	7.17	0 0	7.17	2 .	7.4.0
ree or Higher 617 13.8 203 24.8 18 9.4 366 E Reported 100 2.2 6 0.7 3 1.6 36 Sraduate 496 22.0 120 18.2 42 20.0 311 Sut Degree 300 13.3 146 22.2 32 15.2 107 E Reported 63 2.8 4.1 8 0.7 2 1.0 17 E Reported 63 2.8 4.1 8 0.7 6 4.2 69 Fraduate 5.168 11,200 143 668 E Reported 63 2.8 4.1 8 0.7 6 4.2 69 Fraduate 292 13.5 114 9.5 21 14.7 143 E Reported 548 25.3 371 36.9 26 18.2 11.1	Bachelor/4 Year Degree	909	13.6	191	23.4	22	11.5	369	11.3	24	11.8
Erreported 100 2.2 6 0.7 3 1.6 36 999 2,255 393 17.4 658 2,255 393 17.4 14 2.1 19 9.0 346 Staduate 496 22.0 120 18.2 42 20.0 311 sat Degree 300 13.3 146 22.2 32 15.2 107 resorted 63 2.8 4.1 20 119 raduate 292 13.5 114 9.5 21 14.7 143 t Degree 460 21.2 31.3 68 47.5 261 at Degree 460 21.2 31.3 26.1 14.7 14.3 at Degree 460 21.2 31.3 26.1 14.7 14.3 an Official at Degree 460 21.2 31.3 26.1 14.7 14.3 an Official at Degree 548 25.3 371 30.9 26 18.2 111	Graduate Degree or Higher	617	13.8	203	24.8	18	4.6	366	11.2	30	14.7
2,255 393 17.4 658 2 210 1.250 346 Staduate 496 22.0 120 18.2 42 20.0 311 ant 697 30.9 231 35.1 94 44.8 350 13.3 146 22.2 32 15.2 107 E Reported 2,168 4.1 8 0.7 6 4.2 69 raduate 2,168 4.1 8 0.7 6 47.5 261 at Degree 400 21.2 313 26.1 14.7 14.3 at Degree 460 21.2 313 26.1 14.7 14.7 11.1 19.1 19.1 19.1 19.1 19.1 19.1 19.	Education Not Reported	100	2.2	•	0.7	m	1.6	36	1.1	55	27.0
2,255 2,255 393 17.4 14 2.1 19 9.0 1,250 346 351 346 352 351 351 351 351 351 351 351 351 351 351	50,000 to 69,999			•							
Fraduate 496 22.0 120 18.2 42 20.0 311 69.0 346 22.0 120 18.2 42 20.0 311 697 30.9 231 35.1 94 44.8 350 107 13.3 146 22.2 32 15.2 107 119 119 119 119 119 119 119 119 119 11	B. 4.0	2 255		658		210		1,250		137	
Staduate 496 22.0 120 18.2 42 20.0 311 sar Degree 300 13.3 146 22.2 32 15.2 107 ree or Higher 306 13.6 13.6 143 21.7 21 10.0 119 ree or Higher 306 13.6 13.6 14,3 21.7 21 10.0 119 ree or Higher 63 2.8 4.1 4 0.7 2 1.0 17 raduate 2,168 4.1 8 0.7 6 4.2 69 reduate 292 13.5 114 9.5 21 14.7 143 raduate 292 13.5 114 9.5 21 14.7 143 ar Degree 460 21.2 31.3 26.1 22 111 ae or Higher 548 25.3 37.3 36.1 26.1 13.7 ae or Higher 548 25.3 37.3 36.1 26.1 13.3 11 30.9 26.1 13.7 14.7 14.7	Journ 1	100	17 4	1 4		2	0	346	7 7 7	77	10.2
Astronome Associated Astronome Astro	<pre> CHIGH SCHOOL #4ch Cabool Graduate</pre>	060		•	1.7	•	•	2		•	1
Factoring 697 30.9 231 35.1 94 44.8 350 cost Higher 306 13.6 146 22.2 32 15.2 107 cost Higher 306 13.6 143 21.7 21 10.0 119 17 cost Higher 63 2.8 4 0.7 2 1.0 17 17 cost Higher 64.2 69 cost Higher 64.2 69 24.2 678 cost Higher 64.2 313 26.1 21 14.7 143 cost Higher 64.2 25.3 371 30.9 26 18.2 111	might believe tradument	967	22.0	120	18.2	. 42	20.0	311	24.8	23	16.8
reducte 300 13.3 146 22.2 32 15.2 107 119 119 119 119 119 119 119 119 119 11		607	0 0	231	35.1	9	8 77	350	28.0	22	14.1
Exported 306 13.6 143 21.7 21 10.0 119 119 119 119 119 119 119 119 119 11	Some College	760	20.0	177		7 0	15.0	500	ν α	1 -	10
res or Higher 300 13.0 143 21.7 2 10.0 117 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Bachelor/4 lear Degree	000	7.5	7	7.77	7.	10	2		3 8	
2,168 1,200 143 678 raduate 8 4.1 8 0.7 6 4.2 69 t 292 13.5 114 9.5 21 14.7 143 at Degree 460 21.2 313 26.1 21 14.7 91 at Degree 460 21.2 376 31.3 68 47.5 261 at Degree 460 21.2 313 26.1 21 14.7 91 at Degree 548 25.3 371 30.9 26 18.2 111	Graduate Degree or Higher Education Not Reported	306 63	2.8	147	0.7	7 7	1.0	113	1.4	40 40	29.2
2,168 1,200 143 678 88 4.1 8 0.7 6 4.2 69 89 292 13.5 114 9.5 21 14.7 143 739 34.1 376 31.3 68 47.5 261 460 21.2 313 26.1 21 14.7 91 548 25.3 371 30.9 26 18.2 111	666,66-000,07										
292 13.5 114 9.5 21 14.7 143 739 34.1 376 31.3 68 47.5 261 460 21.2 313 26.1 21 14.7 91 548 25.3 371 30.9 26 18.2 111		2.168		1,200		143		678		147	
292 13.5 114 9.5 21 14.7 143 739 34.1 376 31.3 68 47.5 261 460 21.2 313 26.1 21 14.7 91 548 25.3 371 30.9 26 18.2 111	KHeh School	88	4.1	80	0.7	9	4.2	69	10.2	Ŋ	3.4
292 13.5 114 9.5 21 14.7 143 739 34.1 376 31.3 68 47.5 261 460 21.2 313 26.1 21 14.7 91 548 25.3 371 30.9 26 18.2 111	High School Graduate										
739 34.1 376 31.3 68 47.5 261 460 21.2 313 26.1 21 14.7 91 548 25.3 371 30.9 26 18.2 111	or Rentvalent	292	13.5	114	9.5	21	14.7	143	21.1	14	9.6
460 21.2 313 26.1 21 14.7 91 548 25.3 371 30.9 26 18.2 111	Some College	739	34.1	376	31.3	89	47.5	261	38.5	34	23.1
548 25.3 371 30.9 26 18.2 111	Rechelor/4 Year Degree	460	21.2	313	26.1	21	14.7	91	134	35	23.8
6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	Graduata Deerse or Higher	548	25.3	371	30.9	5 6	18.2	111	16.4	40	27.2
	Distriction Not Described	14	00	8	1.5	-	0.7	er)	0.4	19	12.9
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Table B-30, continued

	Total	ᇉ	Anglo	lo	Bl	Black	Hispanic	nic	병	Other
Characteristics	Number	N	Number	н	Number	H.	Number	*	Number	H
\$100,000-\$129,999										
Total	2.047		1,018		191		069		178	
Algh School	54	5.6	4	0.4	-	9.0	44	4.9	'n	2.8
High School Graduate						ı			,	,
or Equivalent	255	12.5	84	8.3	22	13.7	124	18.0	25	14.1
Some College	629	30.7	248	24.4	65	40.4	274	39.6	42	23.6
Bachelor/4 Year Degree	475	23.2	280	27.5	33	20.5	124	18.0	38	21.3
Graduate Degree or Higher	909	29.6	395	38.7	39	24.2	118	17.1	54	30.3
Education Not Reported	78	1.4	•	0.7	⊣	9.0	٥	v.0	5	٧٠/
\$130,000 and Over										
H;	2.556		1.704		112		540		200	
CHigh School	11	2.8	12	0.7	0	0.0	45	8.3	14	7.0
High School Graduate								1	,	,
or Equivalent	250	8.6	140	8.2	0	8.0	85	15.7	16	8.0
Some College	929	26.4	389	22.8	46	41.1	161	35.4	20	25.0
Bachelor/4 Year Degree	627	24.5	481	28.3	. 25	22.3	96	17.8	25	12.5
Graduate Degree or Higher	868	34.0	662	38.8	30	26.8	115	21.3	61	30.5
Education Not Reported	99	2.5	20	1.2	7	1.8	60	1.5	34	17.0
Matched Assessed Value and Parents' Education Not Available										
Total	2,138	,	783	,	115		1,065	•	175	·
<pre><bigh #####="" ##################################<="" school="" td=""><td>108</td><td>5.1</td><td>'n</td><td>9.0</td><td>4</td><td>٠</td><td>y 5</td><td>×.</td><td>0</td><td>J.</td></bigh></pre>	108	5.1	'n	9.0	4	٠	y 5	×.	0	J.
or Equivalent	249	11.6	50	6.4	11	9.5	172	16.2	16	9.1
Some College	545	25.5	165	21.1	37	32.2	314	29.5	29	16.6
Bachelor/4 Year Degree	457	21.4	202	26.2	56	22.6	194	18.2	32	18.3
Graduate Degree or Higher	206	33.0	344	43.9	31	27.0	278	26.1	53	30.3
							•			

	Total	a.	Anglo	10	81	Black	Hispanic	anic	8	Other	
Characteristics	Number	K	Number	z	Number	ĸ	Number	и	Number	к	
		Upper	Upper Rio Grande Economic Region	Economia	c Region						
\$1-\$49,999											
Total	208		31		11	1	158		œ (•	
<#1gh School	73	35.1	-	3.23	m	27.3	69	43.7	5	0.0	
High School Graduate	57	21.6	0	6.45	•	54.5	33	20.9	4	50.0	
or Equivalent	5 5	24.5	9	32.3	·	9.1	38	24.0	2	25.0	
Some College	27	13.0	14	45.2	0	0.0	13	8.2	0	0.0	
Dachdiot Teal Degree	101	4.8	4	12.9	-	9.1	'n	3.2	0	0.0	
Education Not Reported	7	1.0	O	0.0	0	0.0	0	0.0	7	25.0	
\$50.000 to 69.999											
B. 4.1	1.775		222		92		1,354		107		
Gigh School	309	17.4	0	0.0	=======================================	12.0	291	21.5	7	6.63	
High School Graduate	£ 92	20.4	22	6,6	23	25.0	303	22.4	15	14.0	
or Equivalent	571	32.2	12	31.5	31	33.7	944	32.9	24	22.4	
Some Collage Backslor/A Vest Dester	230	13.0	48	21.6	12	13.0	140	10.3	22	20.6	
Creduste Decree of Higher	254	14.3	80	36.1	12	13.0	140	10.3	22	20.6	
Education Not Reported	48	2.7	2	0.0	m	e. e.	16	1.2	27	25.2	
870,000-99,99 <u>9</u>											
Total	1,486		401		82		883		120		
<pre><#1gh School</pre>	255	17.2	-	0.3	7	8.5	243	27.5	4	e.	
High School Graduate	•	•	Ġ	•	•						3
or Equivalent	210	14.1	87 :	0.70	15	V. 6.	132	7.75	27		
Some College	396	7.97	102	4.07	7.	1.01	113	1.07	7 6		•
Bachelor/4 Tear Degree	244	16.4	100	24.3	13	14.0	117	12.7	9,6	70.0	
Graduate Degree or Higher	351	23.6	0/1	47.4	3 0	V. C	707	74.7	97		
Education Not Reported	30	7.0	>		>	•	1	•	3)	

Table B-30, continued

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	Total	덕	Anglo	lo	Black	ا پ	Hispanic	nde	Other	ler.
Characteristics	Number	*	Number	k	Number	K	Number	н	Number	ĸ
\$100,000-\$129,999										
Total	18		10				4		7	
CELST School		11.1	0	0.0	. 2	100.0	0	0.0	0	0.0
High School Graduate		:	c		c		·	2	c	c
or Equivalent	7 (1.11	.		> C	; ;	7 -) (۰ د	0.00
Some College	x	44.4	n (0.00	> (٠ ،		4 C	
Bachelor/4 Year Degree	m	16.7	M	30.0	M) ())	٠.	9.0	-	
Graduate Degree or Higher	က	16.7	7	20.0	0 (0.0	⊣ ¢	2,0	-	
Education Not Reported	0	0.0	0	0.0	>	0.0	•		>	•
\$130,000 and Over										
£ 0.00			0		0		0		0	
State School	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
High School Graduate	(d	c		c	c	c	c	c	C
or Equivalent	5 (0.0	> (•	-	•	o c		o c	9 0
Some College	0	0.0	5 6		5 6	9 0	> C		.	
Bachelor/4 Year Degree	0	0.0	0	0.0)	0.0	-		o 6	9 6
Graduate Degree or Higher	0	0.0	0	0.0	0	0.0	o (0.0	5 (9 0
Education Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Matched Assessed Value and Parents' Education								•		
Not Available	780		Q.		6		357		28	
Total <fish school<="" td=""><td>48</td><td>9.8</td><td>7 7</td><td>2.1</td><td></td><td>11.1</td><td>45</td><td>12.6</td><td>0</td><td>0.0</td></fish>	48	9.8	7 7	2.1		11.1	45	12.6	0	0.0
High School Graduate	i	;	•		(6	,		c	c
or Equivalent	26	11.5	•	4.	7	7.77	3	7.61	> (
Some College	109	22.3	21	22.1	7	22.2	83	23.2	.	7.01
Rechelor/4 Year Degree	66	20.2	22	26.3	-	11.1	69	19.3	4	14.3
Graduate Degree or Higher	162	33.1	38	40.0	ო	33.4	112	31.4	o ;	32.1
Rducetton Not Reported	15	3.1	7	2.1	0	0.0	-	0.3	12	42.9

APPENDIX

The Predictive Validity of College Board Admissions Tests:

A Survey of Recent Research

by

Elizabeth Seaton, Research Associate
Under the Direction of A. Gary Dworkin, Director for Research
Texas Center for University School Partnerships



The Predictive Validity of College Board Admissions Tests:

A Survey of Recent Research

Executive Summary

Among voters and in state legislatures across the nation, there is a growing awareness of the natural limits of egalitarianism and the fiscal limits of open admissions for institutions of higher education. This policy paper explores the question: To what extent are SAT scores accurate predictors of success in college?

The standard operating procedures of selective colleges is that the Educational Testing Service's objective tests will guarantee all students the same chance even though they have had different economic backgrounds, different educational cultural, and social opportunities. The rationale is that the standardized tests will permit each college applicant to demonstrate his/her own merit in a way that admissions interviews, teachers evaluations, and classroom tests might not afford. Meritocratic selection into college and the SAT are linked together in the minds of American voters.

This paper includes a summary of studies by researchers who sought to determine the predictive validity of the SAT. These studies are evaluated according to indisputably sound standards established by W.B. Schrader. His standards include:

Criteria: The criterion developed for the validity study has to be the hypothetical best measure of success in a college. The easiest criterion to study is academic average grade (either the first-year or a two-year average). There are also alternative criteria that yield evidence of success in college, such as extra-curricular activities, involvement in student government, recommendations, interest measures, creativity measures, personality measures, cognitive style measures, peer ratings, work samples, interviews, leaderless group discussion, biodata, and the like.

Predictors: A measure of high school performance such as GPA or class rank is acknowledged to be a better predictor than SAT scores. Also, a pre-Freshman test such as TASP or perhaps a college's own placement test(s) can predict performance. In addition, any rating scheme employed by a college admissions office during the student selection process can predict performance.

Groups of Students: This standard requires that students be divided into groups (of at least 100) on the basis of gender and type of major (such as Liberal Arts or Engineering). To the extent that the regression equations differ from group to group, the study gains in precision.

Statistical Analysis Methods: Schrader distinguishes between studies that express multiple regression weights in b-weights and those that express them in beta-weights. Since beta-weights are standardized scores, they are not influenced by differences in the specific units in which the predictors are stated. This standardization is preferred over b-weights which use the actual numbers (in specific units) of each predictor.



Ways of Presenting and Interpreting Results: Scatter diagrams are helpful since they depict a mid-line or range of expectations, given normal probabilities. No matter how sophisticated the presentation of results may be, including beta-weights, validity coefficients, along with the outcome of a significance test for each beta-weight, the study will be no more profound than the criterion outlined above.

Thus, the SAT by itself seems not to be an adequate predictor of college grades during the freshman year, and it is especially inadequate for certain disadvantaged groups. However, in combination with high school grade-point average, essay examinations, rank in class, and local placement exams, the SAT does increase the accuracy of prediction of freshman grades, especially in courses that tap the same skills as monitored by the SAT (such as math courses or English courses).



The Predictive Validity of College Board Admissions Tests:

A Survey of Recent Research

by

Elizabeth Seaton, Research Associate Under the Direction of A. Gary Dworkin, Director for Research Texas Center for University School Partnerships

The task of keeping up-to-date on the relationship of the SAT to performance in college is a never-ending one, as the composition of successive classes changes and as the objectives of college instruction are modified (Chauncey, 1962).

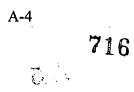
This issue, framed here by the first president of the Educational Testing Service (ETS), offers an excellent starting point to explore the extent to which SAT scores are accurate predictors of success in college. Since November 1900, when the College Board was established to conduct standardized college entrance examinations, the tests have purported to "indicate ability to do a high order of scholastic work;" to "put as little premium as possible on specific training, and more emphasis on potential promise." (CEEB, p.44.)

In a 1961 report to the trustees of ETS, Chauncey affirmed that their objective tests would guarantee all students the same chance "even though they have had different economic backgrounds, different educational cultural, and social opportunities." (ETS, p.26.) The rationale was that the standardized test would permit each college applicant to demonstrate his/her own merit in a way that admissions interviews. teachers evaluations, and classroom tests might not afford. Meritocratic selection into college and the SAT are inextricably bound, in the minds of most Americans, inasmuch as the SAT threshold is seen as measuring the quality of each college's entering freshmen.

Taking the ideal of meritocratic college admissions to its natural extension, there is a growing awareness of the natural limits of egalitarianism and the fiscal limits of open admissions. Many state legislatures are decreasing fund allocations to higher education annually. The ideal --- of selective college admissions based on merit for those who can best demonstrate the propensity to benefit from a college education --- has a large constituency among the American public.

W.B. Schrader offers a useful summary of research studies that aim to ascertain the predictive validity of the SAT. Although the surveys he reviewed are long past current, Schrader established indisputably sound standards for evaluating research studies on this topic. His standards concern:

Criteria; Predictors; Groups of students; Statistical analysis methods; and Ways of presenting and interpreting results.





Criterion: The criterion developed for the validity study has to be the "hypothetical best measure of success in a college." (Schrader, p. 118.) The easiest criterion to study is academic average grade (either the first-year or a two-year average). But there are also alternative criteria that yield evidence of success in college, such as extra-curricular activities, involvement in student government, recommendations, interest measures, creativity measures, personality measures, cognitive style measures, peer ratings, work samples, interviews, leaderless group discussion, biodata, and the like.

Predictors: A measure of high school performance such as GPA or class rank is acknowledged to be "a better predictor" than SAT scores. Also, a pre-Freshman test such as TASP/TAAS estimations or perhaps a college s own placement test(s) can predict performance. In addition, any rating scheme employed by a college admissions office during the student selection process can predict performance.

Research findings summarized by Schrader in his review of studies from the 1940's through the 1960's show noticeably high validity between SAT scores and college achievement, as long as we confine our attention to mean SAT scores below 550. Once the studies include groups of students whose mean SAT is 550 or higher, there is less evidence of predictive validity.

In a thorough research summary designed to (a) identify the best predictor for a specific outcome and (b) calculate the correlation coefficient for a specific outcome, Hunter Breland of ETS separated forty-four research studies into academic outcomes and non-academic outcomes. Regarding academic outcomes, Breland s findings were that previous grades are the best predictor and the median correlations were .44.

Examples of non-academic outcomes include faculty ratings of medical students and resident interns on clinical performance, scientists income, creative achievement, peer ratings, and extracurricular activities in college. (Breland, *Student Characteristics*, p. 47.)

Breland found, regarding non-academic outcomes, that while the median correlation (.25) is low and thus indicates "that non-academic outcomes are not very predictable, the range of the correlations is quite high." Traditional admissions test results were most closely correlated with predicting nonacademic success; personality and biodata ran a close second. (Breland, Student Characteristics, p. 51.)

Crouse and Trusheim examined the results of a 1979 ETS study of 22 selective colleges and universities. They calculated correlations between distributions of predicted first year grades based on

high school record, high school record plus the SAT, and high school record plus average achievement test score.

To gain additional perspective, Crouse and Trusheim also examined achievement test results from a subsample of college students gleaned from Project Talent, "a representative national sample of students who were in grades 9 through 12 of a public or private secondary school in 1960 and followed them up eleven years after their expected high school graduation, when they were around twenty-nine years old."



All in all, our results give little reason to defend the SAT over achievement tests on grounds of predictive validity, freedom from curricular influence, or the effects of race and socioeconomic background.... The best way to increase the acceptance rates of blacks and low-income applicants in the long run is to make sure they learn as much as middle-class white applicants and that their high school records and test scores accurately assess this learning. (Crouse and Trunsheim, p. 160.)

But why bend over backwards to increase the acceptance rates of blacks and low-income applicants into college? Angela Browne-Miller asks that question as she reflects over the economic reality of the law of diminishing returns for higher education. Taxpayers across the nation, burdened with the increasing costs of health care, prisons and other social services, are wary of investing into the public coffers for higher education.

Groups of Students: This standard requires that students be divided into groups (of at least 100) on the basis of gender, ethnicity, type of major (such as Liberal Arts or Engineering). "To the extent that the regression equations differ from group to group, the study gains in precision." (Schrader, p. 119.) One useful research study summarized 35 regression studies that focused on population issues of one sort or another. By comparing minorities with non-minorities, rich detail can be gleaned. Additionally, even if inter-ethnic comparisons are not made, regression studies of various ethnic groups "are important because they represent a sampling of blacks or Chicanos that is important for purposes of population validation." (Breland, PopulationValidity, p. 7.)

Statistical Analysis Methods: Schrader distinguishes between studies that express multiple regression weights in b-weights and those that express them in beta-weights. Since beta-weights are standardized scores, they are not influenced by differences in the specific units in which the predictors are stated. This standardization is preferred over b-weights which use the actual numbers (in specific units) of each predictor.

Ways of Presenting and Interpreting Results: Scatter diagrams are helpful since they depict a mid-line or range of expectations, given normal probabilities. No matter how sophisticated the presentation of results may be, including beta-weights, validity coefficients, along with the outcome of a significance test for each beta-weight, the study will be no more profound than the criterion outlined.

SUMMARY

In summary, studies have shown that previous grades are the best predictor for success in college. SAT scores alone do not provide a strong enough predictor of success in college. Further, the SAT and its battery of achievement tests are a well-respected fixture of the higher education scene in America and indeed internationally. There is substantial support for the continued use of the SAT in admissions, despite the real or perceived bias against women and minorities. As long as Americans hold onto the ideal of the meritocracy, the SAT will be viewed as the best measure of merit for college applicants.

Epilogue by A. G. Dworkin

An ERIC search of additional studies that linked SAT scores to first year success, measured in terms of grade-point averages, produced the following empirical generalizations:



Δ_6

- 1. Comparisons between SAT scores and a Non-Cognitive questionnaire revealed that the latter was a better predictor of freshman grades than the SAT for in-coming freshmen athletes. It is suggested that non-cognitive skills assessments be used to select non-traditional students. (Sedlack and Adams-Gaston, Journal of Counseling and Development 70 (1992): 724-727.)
- 2. Students who actively participate in school are more likely to remain in school than those who are inactive, even if the latter have slightly higher SAT scores. (Davis, *Journal of the Freshman Year Experience*, 4 (1992):79-94.)
- 3. SAT scores are valid predictors of white students under age 30, but not of African American students or students over the age of 30. (Paper presented by Moffat at the Eastern Educational Research Association meetings, February 1993.)
- 4. Relying upon a sample of 712 students, it was found that high school GPA was a better predictor of course grades in teacher education courses than SAT scores. (Report of American Association of Colleges for Teacher Education, Exxon Foundation, 1992).
- 5. Addition of an SAT score to high school GPA increases significantly the accuracy of prediction of freshman GPA, but only for white males; the SAT increases only slightly, but nevertheless significantly, the ability to predict freshman grades for women and minorities. (Paper presented by Cowen and Fiori at the California Educational Research Association meetings, November 1991.)
- 6. SAT is a relatively poor measure of grades in most courses (coefficients in mid .30 range compared to local campus placement tests which had coefficients between .40 and .60); however, the math section of the SAT did increase the ability to estimate grades in college calculus courses if combined with high school GPA. (Bridgemen and Wendler, *Prediction of Grades in College Mathematics Courses as a Component of Placement Validity of SAT-Mathematics Scores*, Educational Testing Service, 1989.)
- 7. SAT-Verbal was a good predictor of grades in freshman English courses, although prediction was greatly improved if combined with an essay examination and rank in class. (Bridgeman, *Placement Validity of a Prototype SAT with an Essay*, Educational Testing Service, 1992.)
- 8. Comparing the SAT scores of Hispanic and non-Hispanic students with the same college course grades revealed that Hispanic students had lower SAT scores by about 45 points per section than the non-Hispanics. Thus, different SAT scores were associated with the same college course grades. (Pearson, Hispanic Journal of the Behavioral Sciences 15 (1993):342-356.)
- 9. However, one of the large-scale studies published by The College Board does suggest that the predictive validity of the test is better than what has been reported previously. An analysis by Ramist, Lewis, and McCamley-Jenkins indicated that the SAT had higher or equal average validities for predicting course grade in almost all categories of courses (Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups, College Board Report No. 93-1, 1994:1). Based upon more than 46,000 students enrolled in 45 colleges and universities as freshmen between 1982 and 1985, the authors reported correlations between SAT scores and freshman course grades similar to those of other studies (in the .30 range). However, once they corrected for predictor restriction of range (the fact that the lowest test scorers are unlikely to go to college and hence be in the sample) and criterion unreliability (variability in freshman course grades), correlations between SAT scores and freshman course grades rose to over .60, approximately



the same value as students high school records. Even better prediction was found for the conjoined use of high school records and SAT scores, in which case, the SAT incremented predictability by .06 to .07 for all students and up to .12 for the lowest scorers accepted into the most selective colleges. These high correlations are found only when attempts are made to predict each student's individual course grade separately and then averaging the predictions. The highest predictive validities are found for white students, with substantially lower validities found for students of color and students whose primary home language was not English.

10. Work reported by The College Board confirms that crash courses to improve test-taking skills do not produce substantially higher test scores, but retaking the SAT does increase scores. By contrast, preparation and test-taking skill courses of long duration may improve scores.

Thus, the SAT by itself seems not to be an adequate predictor of college grades during the freshman year, and it is especially inadequate for certain disadvantaged groups. However, in combination with high school grade-point average, essay examinations, rank in class, and local placement exams, the SAT does increase the accuracy of prediction of freshman grades, especially in courses that tap the same skills as monitored by the SAT (such as math courses or English courses).

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